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**Columbia  
University  
Bulletin**

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**School of Nursing  
1991-1993**



**Centennial Edition  
1892-1992**



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## **To Communicate with the School**

ADDRESS INQUIRIES TO:

School of Nursing  
617 West 168th Street  
New York, N.Y. 10032

TELEPHONE:

(Area code 212) 305-5756

APPLICATION FORMS:

Application materials are inside the  
back cover of this bulletin.

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## Message from the Dean

This academic bulletin offers an overview of curriculum, faculty and student activities in the School of Nursing. As the School celebrates its Centennial in 1992 it also celebrates its renewal and redefinition as a premier scholarly educational resource for aspiring nurse leaders. As with other health professions schools at Columbia, enrollment is limited to those who have already earned a baccalaureate, either in nursing for entrance to advanced practice education, or in another field for matriculation in the first professional degree. Registered Nurses without a degree can be admitted to an honors program leading to the M.S. degree. The curriculum is accelerated and targeted at superior academic performers with firm career goals in the nursing profession. The faculty represent the very best in clinical competence and scholarly achievement.

### Why Nursing?

Nursing is in a period of redefinition and renewal. Always a valued and secure career, nursing is now in a position to reaffirm its clinical value while advancing its professional status and authority. The nature of sophisticated therapy (increasingly in home and community settings), the growing acceptance of behavioral vulnerabilities regarding health, the disappearance of the family as a resource for support, all demonstrate how nursing has become a resource more valued than ever before. As society recognizes the importance of high level professional nursing practice, more talented and forward thinking individuals are attracted to the profession. Coinciding with the expansion of society's view of nursing are the developments of nursing scholarly

endeavors, as demonstrated by the increase in funding for nursing research over the past few years.

Education in nursing provides an individual with opportunities for a challenging career with high level authority and deeply gratifying personal rewards. Master's and doctoral degrees prepare nurses for leadership positions as clinical specialists, administrators, or researchers, all of which are in high demand in today's health care environment.

### Why Columbia?

The School of Nursing is part of one of the world's most renowned medical centers. We are a close knit and interactive group of four schools and three smaller independent programs: The Schools of Medicine, Dentistry, Public



Health, and Nursing; and Programs in Occupational and Physical Therapy, and Human Nutrition. We are a neighborhood collaborating on projects and clinical experiences, and sharing a vision for the future of health care in this country.

The School of Nursing is proud of its history of 100 years of educating nursing leaders. It is internationally known and clinically unrivalled with recognition for excellence in other scholarly endeavors as well. Recent contributions to the profession include the first universal faculty practice plan in a school of nursing, the first one-to-one clinical

preceptorship program for all first year students, and the first Endowed Nursing Chair in Health Policy.

### Why Now?

Never has a career in nursing been so inviting. Nurses are in short supply. Nursing leadership is critically needed. The practice of professional nursing is one of life's noblest careers, and the advancement of nursing academic and clinical excellence is the mission of this School. We invite you to be a participant in that mission.

A handwritten signature in cursive script, reading "Mary O. Munding". The signature is fluid and elegant, with a long, sweeping underline that extends to the right.

Mary O. Munding  
*Dean of the School of Nursing*

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# Columbia University

By royal charter of King George II of England, Columbia University was founded in 1754 as King's College. It is the oldest institution of higher learning in New York State and the fifth oldest in the nation.

Columbia University has, since its inception, addressed the issues of the moment, making important contributions to American life through the teaching and research conducted within its schools and departments. Columbia University now comprises 16 schools and departments, and is affiliated with major research-oriented medical centers, most notably Columbia-Presbyterian Medical Center.

Located on the Upper West Side of New York City, the University is associated with 71 research and public service institutes and 22 scholarly journals. The library system contains over 30 million manuscripts, microfilm tapes, and printed volumes. The faculty currently numbers 1,800. Since 1906, 41 Columbia University alumni and faculty have received the Nobel Prize in various fields—a testament to the academic preeminence of the University. Candidates from the top of their high school classes and from the best undergraduate institutions in America compete for places in the University's schools.





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# The School of Nursing

Located on the Health Sciences campus, Columbia University School of Nursing was founded in 1892 with Anna C. Maxwell as its first director. From its inception, the mission of the school has been the preparation of clinically excellent nursing practitioners, clinical nurse specialists, and scholars. The School of Nursing was the first in the country to award a master's degree in a clinical nursing specialty (1956). More than seven thousand nurses have graduated since the School was opened.

The emphasis on clinical scholarship at Columbia University is particularly appropriate because of the interdisciplinary collaboration of the School of Nursing with the other professional schools within its environs. The School of Nursing shares the Health Sciences campus with the Schools of Public Health, Dental and Oral Surgery, and the College of Physicians and Surgeons, which includes programs in Occupational Therapy, Physical Therapy, and Nutrition. Each of these schools adds to the richness and diversity of the educational experience of students and the School of Nursing.

School of Nursing faculty have substantial experience in curriculum, instructional design, and research, and maintain expertise in their areas of teaching responsibility through participation at local, regional, and national conferences, involvement in scholarly presentations and publications, and faculty practice. Faculty involvement in scholarly and professional activities is substantial. A positive and supportive environment for these pursuits is maintained.

The graduates of the School of Nursing are one of its major strengths. Graduates are recruited for leadership positions in practice, education, and

management. The Office of Student Affairs and the Student Government Association are instrumental in developing the leadership potential of Columbia students.

Curricula are evaluated on a continual basis to ensure that graduates meet the needs of a dynamic society and advance the profession while maintaining high academic standards.

## Philosophy

The Faculty, representing all clinical nursing disciplines, believes that in a dynamic society, education for membership in a profession includes development not only of expertise in a field but also of social awareness.

The professional nurse thinks critically, exercises technical competence, and makes socially significant contributions to society through theory-based practice. Nursing has the role and responsibility to society to establish and maintain relationships with clients that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

Belief in the integrity and worth of all human beings is basic. Each person is viewed as an individual with unique characteristics and behaviors, evolving through time, in constant interaction with a complex environment. People throughout the life cycle have specific biophysical, psychosocial, cognitive, and spiritual needs which they strive to keep in harmony.

People as rational, sentient beings have the right to self-determination and participation in decision-making in health and illness. The professional

nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. Access to health-care is the right of all. Nurses engage in political and societal activities supportive of this belief, and serve as client advocates in the health-care system.

The professional nurse is viewed both as a responsible health-care provider accountable for the quality of practice and as an agent of change in the health-care delivery system. Nursing seeks to advance its contribution through research and collaboration with other health professionals. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The Faculty endeavors to provide knowledge, to stimulate learning, to define issues, to serve as resource persons, administrators, leaders and innovators in nursing through education, research and practice, and to contribute to the development of human values. The Faculty recognizes that interests and abilities vary and seeks to provide flexibility in the curriculum to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process, and learners are expected to be self-directed and accountable for their performance.

The entry-into-practice program develops the competence required for general professional nursing practice and provides a firm base for graduate study. The graduate program advances nursing competence by extending and deepening knowledge within a specific clinical specialty. The continuing education program addresses the emerging needs of practicing nurses in maintaining their clinical expertise. All programs emphasize the development of clinical expertise, a hallmark of Columbia University School of Nursing.

## Organization of the Curricula

The organizing framework, encompassing the concepts of person, environment, health, and nursing is derived from the philosophy of the School of Nursing. The concept of *person* recognizes the individual as a growing, human organism best understood in the context of the individual's own life process, beliefs, and culture. Person is understood to include individuals, families, groups, and communities. The concept of *environment* allows for study of the person in relation to the individual's immediate and global surroundings. The surroundings may include neighborhoods, hospitals, or the health-care system in general. *Health* is studied on a health-illness continuum, acknowledging that each person has specific biophysical and psychosocial needs. *Nursing* is a profession whose members have the responsibility to enhance health care through scientific inquiry, collaboration with other health professionals, and through client advocacy in the health-care system. The School of Nursing programs use a multitheoretical approach to execute these concepts. Examples of theories used include nursing theories, stress/adaptation theory, physiological theories, and systems theory.

## Accreditation

The baccalaureate (B.S.) or Entry-Into-Practice (ETP) and master's (M.S.) programs are accredited by the National League for Nursing through 1996. The nurse midwifery program is accredited by the American College of Nurse Midwives; the Nurse Anesthesia program by the Council on Accreditation of Education Programs of Nurse Anesthesia. The continuing education program is certified as an American Nurses' Association provider. The School is approved by the New York



State Department of Higher Education, State Board for Nursing, and is a member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing.

### Programs of Study

Underlying the programs offered by the School of Nursing is the view that nursing is a practicing art, one which is dedicated to the health of people. It is an applied science based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting optimal levels of health, and acting effectively during periods of illness. The *Entry into Practice/Accelerated Master's Program*

(ETP/AMP) enrolls non-RN baccalaureate degree holders who wish to study nursing in a program which combines basic nursing education and clinical specialization at the master's level.

The *Accelerated Master's Program* (RN/AMP) is an honor program designed to meet the educational and career mobility needs of registered nurses with 60 liberal arts, science, and humanities points of credit. RN/AMP enables outstanding RNs to earn a B.S. followed by an M.S. degree in a clinical specialty by pursuing a streamlined plan of study. For qualified RNs, RN/AMP offers guaranteed admission to the graduate specialty of their choice upon acceptance to the program; generous credit by examination for previous nursing experiences; exemption from some undergraduate core courses; graduate level study as early as the first term; and advanced standing in the graduate phase of the program.

The *Clinical Specialist* program, leading to the M.S. degree, affords baccalaureate-prepared nurses the opportunity to increase their knowledge in advanced nursing practice as primary-care nurse practitioners and/or clinical nurse specialists. Clinical specialization is possible in adult, family, geriatric, or pediatric primary care; critical care; nurse midwifery; nurse anesthesia; oncology; perinatal, neonatal, women's health; adult, child, or consultant/liaison psychiatric mental health.

The *Continuing Education* program addresses the educational needs of practicing nurses. Programs are offered that develop or expand clinical expertise or prepare nurses for certification examinations.

## INSTRUCTIONAL RESOURCES

### Classrooms, Conference Rooms, Laboratories (skills learning)

All classrooms on the Health Sciences campus are available to all health sciences students. Four floors in the new Hammer Health Sciences Center house the teaching facilities. These floors include classrooms, conference and seminar rooms, and two auditoriums which contain state of the art audio-visual equipment. Conference rooms and amphitheatres as well as the 700-seat Alumni Auditorium in the College of Physicians and Surgeons Building are used extensively.

The School of Nursing building houses a Nursing Skills Laboratory and two Gynecological Examination rooms. The Skills lab is a mock hospital ward containing eight patient units and is used by graduate and undergraduate students for skills development. The Gynecological Examination rooms are used by graduate students for the practice of breast and pelvic exams.

### Libraries and Computer Facilities

The Augustus C. Long Library occupies four floors of the Hammer Health Sciences Center. This library is a part of the Columbia University library system that encompasses approximately 40 libraries related to major areas of academic inquiry. These libraries contain over 4 million volumes. The Long Library houses health-related publications and books. Other libraries used extensively by the faculty and students at CUSN include the Butler Library on the Morningside campus, the Wollman Library at Barnard, and the Teachers College Library. In addition, the Library of the Psychiatric Institute containing material on mental health and psychiatry is open to faculty and students.

The services provided by the Long Library are extensive, by virtue of its association with the schools of nursing, medicine, public health, dentistry, and programs in physical therapy, occupation therapy, and nutrition. Columbia Library Information On-Line provides students and faculty with the location, call number, and library location of all of the holdings of Columbia University. This information may be obtained by author, subject, or title. CD ROM and MED LARS for nursing literature is rapid and state of the art. The microcomputer center provides a variety of services, including word processing, statistical analysis, and CAI. The Center for Computing Activities has developed workshops to teach students and faculty the fine points of microcomputer usage. The center has approximately 30 IBM PCs, ATs, and Macintosh computers.

The Long Library contains over 350,000 volumes of books and journals, some 5,000 pamphlets, and about 2,000 slides on the history of medicine and health care. More than 4,000 national and international journals are received. An entire floor of the library

is devoted to facilities for self instruction through audiovisual material. Other aids include microfilming, inter-library loans, study and conference facilities, and photocopying services.

The Florence Nightingale Collection is maintained by the Alumni Association of CUSN in the Long Library. This collection is a part of the rare books section of the library and is featured at exhibitions along with rare holdings of Freud and Webster. It is available to students, faculty, and visiting nursing historians for research purposes. Columbia students are also permitted access to the collections of Harvard and Yale Universities under the auspices of the Research Libraries Group. Information about the Research Libraries Group can be obtained from the Health Sciences Library. Student memberships, which include borrowing privileges, are available for an annual fee in the New York Academy of Medicine Library at 103rd Street and Fifth Avenue. Applications for membership should be directed to the Academy library.

### Clinical and Research Facilities

The center of clinical activity at the Health Sciences campus is the *Columbia-Presbyterian Medical Center (CPMC)*. CPMC is recognized as one of the finest academic medical centers in the world. Patient care, research, and teaching are integral to CPMC's service to society. Charged with the energy of new ideas, they provide an unparalleled clinical environment for nursing students. Among the most notable sites are:

*The new Milstein Hospital Building:* a 745-bed facility providing state-of-the-art patient care. A network of enclosed bridges and tunnels links the hospital with University classrooms and laboratories. Computer terminals are part of every patient

care unit, giving nurses the opportunity to concentrate on patient care—their specialty.

*The Allen Pavillion*, a 300-bed community hospital designed to meet the specific health care needs of the northern Manhattan community. The Allen Pavillion is committed to primary-care specialties.

*The Center for Women and Children*, which includes *Babies Hospital* and the *Sloane Hospital for Women*. Most notable among their many achievements are the development of the Apgar test for assessing infant health at birth, the first amniocentesis, and the identification and diagnosis of cystic fibrosis.

*The Center for Geriatrics and Gerontology*, one of 11 federally funded centers designated as a regional academic resource by the U.S. Department of Aging. This Center brings together specialists in geriatrics, including faculty from the fields of nursing, medicine, dentistry, public health, occupational therapy, psychiatry, and social work.

*Organ Transplant Center.* Organ transplantation is a complex enterprise, requiring medical technology and nursing expertise. The transplant team, including nurse clinicians, works closely with families to help them cope with the stress of the transplant experience. This integrative effort is a cornerstone of Columbia's approach to patient care.

*The Center for Health Promotion and Disease Prevention.* With private sector funding, the Center conducts valuable research and needs assessments on integrating nutrition into the health professional's practice and education. The Center produces valuable data that will

enhance the care that nurse practitioners and primary-care providers offer.

Approximately seventy other clinical placement sites are available in the tri-state area, including New York City medical centers at Harlem, Lenox Hill, Montefiore, New York-Cornell, and Mt. Sinai Hospitals.

St. Luke's-Roosevelt Hospital Center co-sponsors the School's graduate major in nurse anesthesia. Faculty for the School's program are also members of the nurse anesthesia staff at the hospital. Columbia's nurse anesthesia program is unique as the first master's degree nurse anesthesia program in New York State, the second program in the United States, and the first part-time program approved by the Council on Nurse Anesthesia Education.

The oncology major in the graduate program is co-sponsored by Memorial Sloan-Kettering Cancer Center, on New York's Upper East Side. This collaborative program provides students with expertise in family-centered care both in the hospital and in the community.

*Institutes and Centers.* Columbia University is privileged to sponsor a number of institutes and centers which engage in funded, interdisciplinary research and program development, sponsor workshops and courses, and act as a clearinghouse for information related to their specific focus. Of particular interest would be the following institutes and centers:

American Law Institute  
Center for the Study of Alzheimer's Disease  
Center for the Behavioral and Clinical Study of HIV/AIDS  
Center for Children in Poverty  
Center for Law and Economics  
Center for Population Studies  
Center for Neurobiology and Behavior  
Center for Research in Career Development  
Center for the Study of Society and Medicine  
Center for Human Rights  
Comprehensive Cancer Center  
Institute for Human Nutrition  
Institute for Study on Women and Gender  
Legislative Drafting Research Fund

### The Morningside Campus

The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property. Located here are the principal educational resources of the University, in the midst of the cultural resources of New York City. (See the map of the Morningside campus.)

Located at the Morningside campus are *Columbia College, the Schools of General Studies, Law; Engineering and Applied Science; Architecture, Planning and Preservation; Journalism, International and Public Affairs; Arts & Sciences; the Arts; Business; and Social Work. Barnard College, Teachers College, and Union Theological Seminary* are also on the Morningside campus.

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# Student Affairs

## Office of Student Affairs

The Office of Student Affairs (OSA), located in the School of Nursing, just off the lobby, functions with emphasis on students' rights and responsibilities. OSA staff are available to assist students in the resolution of specific problems or for referral to other University offices. The Associate Dean for Student Affairs serves as the Student Advocate.

## Student Life

Students entering the Columbia University School of Nursing come from diverse educational and experiential backgrounds. While some entry-into-practice degree candidates enter directly from college, others are making mid-life career changes, and some are returning to college after raising a family. Advance practice degree candidates are qualified nurses pursuing an M.S. in a clinical specialty after one or more years of clinical experience. The common factors shared by all students is the goal of a graduate degree in advanced clinical practice.

### THE STUDENT ASSOCIATION

Through the Student Association, all students participate in self-governance and work together for common professional objectives. Activities organized under the sponsorship of the Student Association include the orientation program, social and cultural events, lectures, career workshops, and political action related to health care.

Membership on School of Nursing committees and in the University Senate provides the opportunity for student participation in curricular and policy decision making. The Association is funded through the Student

Professional Fees collected at registration, making all students members of the Student Association.

### SIGMA THETA TAU

The Alpha Zeta Chapter of Sigma Theta Tau, the International Nursing Honor Society, was established at the School of Nursing in 1964. Membership is by invitation, and the selection of graduate and undergraduate students is based on excellence in academic performance and evidence of leadership potential. The Chapter sponsors a research conference as well as several program meetings annually.

There are opportunities for students who wish to become involved in community affairs as well. Such students may participate in the local community planning board or at health fairs, screening clinics, rape intervention crisis centers, or senior citizen centers. Most of these opportunities are well represented by students in all four health professions schools.

### ALUMNI ASSOCIATION

Membership in the Alumni Association of the School of Nursing is open to all nursing graduates. The Alumni Association generously supports nursing education through its scholarship program.

## International Students

The staff of the International Student Office, 208 Lewisohn, provides advice and counseling to foreign students on such matters as housing, personal, and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another



school, termination of study). Information about the various international student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this office. Maps of New York City and discount tickets to plays are available.

The staff also provides information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement. The staff evaluates all foreign transcripts for equivalency to American Education.

### Housing

Housing includes University dormitory space, University apartments, and off-campus apartments. Some of the University-managed dormitories and apartments overlook the Hudson River and are located just one to three blocks from the Health Sciences campus. Arrangements for accommodations are

made through the Health Sciences Central Housing Office, 50 Haven Avenue, New York, NY 10032, (212) 923-6930. Applicants wishing to live in on-campus housing are strongly encouraged to submit their applications to the Housing Office well in advance of the autumn term. All applicants accepted for matriculation are sent housing information at the time of acceptance.

### Disability-Related Services

Students with permanent or temporary disabilities who wish to request special arrangements are urged to notify the Associate Dean for Student Affairs for disability-related services as early as possible: 212-305-5756. To allow adequate time for making such arrangements, please give at least eight weeks' notice before the start of the term involved. For taped texts or special housing arrangement, 3-1/2 months' notice is needed. General questions about services, resources, wheelchair access, or student networking may be



directed to the Coordinator of Disability Services, 305 Low Memorial Library, 212-854-6794.

### Dining Services

A facility for dining services is located in Bard Hall, 50 Haven Avenue, on the Health Sciences campus. It is open to all students on a cash basis and also offers a prepaid voluntary board plan. Specific board plan information is made available to students prior to their first registration. Additional information on area restaurants can be found in the Student Handbook, available in the Office of Student Affairs.

### Student Health Service

The Student Health Service Program is a primary-care facility that offers students and their families comprehensive medical care and a broad array of specialist services directed toward prevention as well as treatment of health problems. The Student Health Service facility is located on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York Insurance (Blue Cross) may be purchased through the School. (See Fees.) Cost of illness, beyond reasonable limits of outpatient care and beyond the student's insurance coverage, must be met by the student. The expenses of continuing psychiatric care must be borne by the student.

Referral for eye refraction can be obtained through the Student Health Service once every two years. There is also an optional Dental Plan available through Columbia Dental Associates.

Emphasis is placed on the importance of healthful living and the particular

significance of this to the nurse as a person and as a health teacher. Through individual and group committees of the Student Association, health practices and student activities are carefully considered.

### Athletic Facilities

#### BARD ATHLETIC CLUB

The newly-renovated Bard Athletic Club encompasses a 20-yard swimming pool, three squash courts, a gymnasium, an exercise room, Nautilus and Universal exercise equipment, stationary bicycles and rowing machines, lockers, showers, and saunas. The facility is handicapped-accessible.

Membership in the Bard Athletic Club is open to all Columbia University Health Science Students, employees, and alumni. The annual membership fees are:

- Health Science Students: no fee
- Spouses of Health Sciences Students: \$50.00
- Columbia University Health Science Fellows: \$175.00
- Columbia University Health Science Employees and Alumni: \$350.00

The term of membership for students and spouses runs from August through July. The membership term for non-students (including Health Science Fellows) begins in September.

### Student Services

#### PARKING

The privilege of parking in University-operated lots is offered first to all full-time matriculated students who must drive to school, and to any handicapped student. Parking privileges may be granted to others as space permits. Applications for parking and information regarding fees can be obtained in the Office of Student Affairs. The Student Handbook contains a listing of non-University parking areas.

### BOOKSTORE

The Medical Center Bookstore, operated by Barnes and Noble, is located on the first floor of the Black Building at 630 West 168th St. It offers a wide variety of supplies and services.

### ORIENTATION

Special Orientation sessions for all new students are held every autumn and spring term. New students are strongly encouraged to attend. Information regarding the day, time, and place of orientation can be obtained from the OSA.

### TUTORING

For students having academic difficulty, the University's Learning Center on the Morningside campus is the main referral source. Tutors are available in writing, basic math and science, and other subjects. These services are provided free to Columbia Students.

Students in need of tutoring in an area not offered by the Learning Center, e.g. Anatomy and Physiology, can make tutoring arrangements through the Associate Dean of Student Affairs. There is a fee for these services, determined by the student and tutor.

### OFFICE OF MULTICULTURAL AFFAIRS

The *Office of Multicultural Affairs*, a part of the Office of Student Affairs, is responsible for developing and maintaining an environment sensitive to the multicultural needs of the diverse CUSN student community. The office provides leadership in promoting a multicultural focus in the school through educational, cultural and social events.

### COUNSELING

The Student Health Service provides a comprehensive mental health care program. Short-term counseling for any problem is provided by a profes-

sional staff of psychiatrists. Appointments are scheduled immediately. Confidentiality is maintained. For those students not enrolled in the Health Services plan, the Associate Dean for Student Affairs can suggest referral sources.

### WELLNESS PROGRAM

The demands of academic and clinical responsibility, coupled with time pressures, can exert a negative influence on even the healthiest student. Consequently students often react to stress by developing counter-productive coping mechanisms that produce impairment and that may have serious implications later on in clinical practice and graduate education.

The goals of the School of Nursing Wellness Program are to prevent the impairment of nurses through early diagnosis and treatment; and to promote the concept of well-being among students and faculty. The program will provide a confidential avenue for students with problems.

### ADVISEMENT

Upon enrollment each student is assigned a faculty adviser who provides academic and professional guidance through the course of study.

### STUDENT RECORDS

Student records related to admission and progression are maintained in the Office of Student Affairs. Transcripts are released only upon written authorization of the student and payment of the transcript fee. This service is provided by the Office of Academic Records and Registration, located at 630 West 168th Street, Room 141, New York, NY 10032; telephone 212-305-3411.

The Office of Student Affairs *does not* duplicate copies of transcripts from other colleges or references submitted in support of the applicant's admission to CUSN for any purpose.

## TRANSPORTATION

A free shuttle bus system operates between the Health Sciences, Morningside campuses, and between the Health Sciences campus and the 125th Street Conrail station, as well as to the Harlem Hospital Center and the Physician's Office Building on East 61st Street. Shuttle Schedules are available in the Office of Student Affairs.

## FINANCIAL AID

Scholarships, grants, loans, and employment opportunities are among the sources of financial aid that are available to students enrolled in the School of Nursing.

Funds are available through a variety of sources including alumni and friends of the School, health care agencies, foundations, civic groups, voluntary organizations, and government agencies. An annual benefit sponsored by a committee of faculty members, parents, and friends of the School provides substantial aid to several students each year.

The School endeavors to ensure that students meeting admission requirements will have sufficient funds to pursue and complete their nursing education. Financial assistance is determined by a careful evaluation of all the resources available to the student. Application for financial aid is due by February 15 for the coming academic year.

To continue financial aid assistance, full-time students must meet the School's academic progress standards. Students in the entry-into-practice program must achieve a minimum grade point average of 2.5; students in the advanced practice program must maintain a grade point average of 3.0. Students who fail any course are not eligible for financial aid, regardless of cumulative point average.

Students failing to meet these progress standards for any academic year (for financial aid purposes defined as two consecutive terms) are not eligible for additional financial assistance until the required cumulative grade average is achieved. Students who have failed to meet these standards because of



exceptional or unusual mitigating circumstances may apply for a one-semester waiver of the financial aid discontinuance. Applications must be documented; waivers are not automatically approved. Standards of eligibility for continuation of financial assistance do not supplant the School's policies relating to academic standing, dismissal, or probation.

Questions regarding financial aid should be directed to the Financial Aid Officer, 212-305-5756.

### **Financial Aid Administered by the School of Nursing**

Awards are made annually, primarily on the basis of financial need. Applicants for financial aid must use the Financial Aid Form (FAF) provided in the admission packet, which also includes detailed information on financial assistance and filing procedures. The Financial Aid Form application must be accompanied by the requested supporting documentation. Incomplete applications cannot be processed. Late applications are considered only in exceptional circumstances and on a funds-available basis. Students are required to file a renewal application each year. Scholarships and grants carry no obligation for repayment.

Income from the following endowments underwrite scholarships:

VIVIAN B. ALLEN SCHOLARSHIPS  
MARGARET E. CONRAD SCHOLARSHIPS  
NELLIE ALDEN FRANZ SCHOLARSHIPS  
ELEANOR LEE SCHOLARSHIPS  
JANE McALLISTER SCHOLARSHIPS  
BARRET MONTFORT SCHOLARSHIPS  
SAMUEL J. MORITZ SCHOLARSHIPS  
PRUDENTIAL INSURANCE COMPANY OF  
AMERICA SCHOLARSHIPS  
DEAN SAGE SCHOLARSHIPS  
MARY SENCINDIVER SPECHT  
SCHOLARSHIPS  
THE TEAGLE FOUNDATION  
SCHOLARSHIPS  
M. LYNN WILLIAMS SCHOLARSHIPS

In addition, the School receives several gifts annually from its alumni and organizations expressing an interest in preparation for health-care careers. These include:

THE ALUMNI ASSOCIATION OF  
COLUMBIA UNIVERSITY-PRESBYTERIAN  
HOSPITAL SCHOOL OF NURSING, INC.  
ANNUAL BENEFIT SCHOLARSHIP FUND  
SAMUEL AND MAY RUDIN FOUNDATION  
LOUIS AND RACHEL RUDIN  
FOUNDATION  
SWITZER FOUNDATION

#### **THE CATHERINE C. CHESNEY SCHOLARSHIP**

Given annually to a second year student concluding his/her junior year who has demonstrated, in addition to proficiency in the technical skills of nursing, those distinctive humane qualities which are essential dimensions of patient care. This award is given by the family of the late Ezra M. Stiles in honor of Miss Catherine C. Chesney, who, during her care of Mr. Stiles, exemplified the sensitivity and compassion so vital to the healing process.

#### **THE SALLY COHEN MEMORIAL SCHOLARSHIP**

Established in 1986 by the estate of the late Max Yablick for annual scholarship assistance in the School of Nursing. First consideration is given to students from Stern College for Women and/or graduates of Hebrew day schools.

#### **THE SUSAN E. LEIB MEMORIAL SCHOLARSHIP**

Established in memory of a former student by her family and friends, an annual scholarship assistance award is given to a student in the final year of study.

#### **THE JAMES RODISH MEMORIAL SCHOLARSHIP**

Established by the family and friends of a former patient at the Columbia-Presbyterian Medical Center, an annual

scholarship assistance award is given alternately to a student in the College of Physicians and Surgeons and to a student or students in the School of Nursing.

### **Alumni Association Awards**

The Columbia University-Presbyterian Hospital School of Nursing Alumnae Association has two endowment funds for scholarships for advanced study in nursing. Applications should be made to the Alumni Association or the Office of Student Affairs.

### **Grants/Scholarships Administered by New York State**

Applications to these programs are filed through the Student Payment Application; application materials are available from any college or university financial aid office in New York State or by writing to the New York State Higher Education Services Corporation, Empire State Plaza, Tower Building, Albany, NY 12255.

#### **TUITION ASSISTANCE PLAN (TAP)**

The Tuition Assistance Program (TAP) is the primary New York State grant program. Awards are based on financial need determined by New York State net taxable family income. The maximum amount that students may receive from TAP is determined by the date of the student's first application and the number of previous awards that the student has received. See the application booklet for complete details.

#### **SPECIALIZED REGENTS SCHOLARSHIPS**

New York State offers specialized awards to students studying nursing. These awards may be deferred until enrollment in an eligible nursing school. Special awards are also made to the children of deceased or disabled police officers, corrections officers, fire fighters, and veterans.

### **Tax Withholding for Nonresident Alien Scholarship and Fellowship Recipients**

United States tax law (subject to change) requires the University to withhold tax at the rate of 14 percent on scholarship and fellowship grants paid to nonresident aliens which exceed the cost of tuition, books, fees, and related classroom expenses.

Certain countries have entered into tax treaties with the United States which may serve to reduce this rate of withholding. However, even when such a treaty applies, the student and the University must report the full amount of such excess to the Internal Revenue Service. If a student claims tax treaty benefits, he or she must also report this amount to his or her country of residence.

The International Student Office (208 Lewisohn; telephone 212-854-3587) has prepared a packet of tax information which is available to students and is revised annually. The tax law is complex and may vary with regard to individual circumstances. Therefore, as the University is not in a position to offer individual tax advice, each student may also wish to consult the consulate of their country of residence or a qualified tax professional.

### **Loans**

#### **STAFFORD STUDENT LOANS (FORMERLY GUARANTEED STUDENT LOANS)**

The Stafford Student Loan is broadly available to students who demonstrate need under the federal guidelines, through local banks, credit unions, and savings and loans institutions. Interest on these loans is not charged while the student is enrolled. Interest is charged at the rate of 8 percent for all first-time borrowers for the first five years of repayment. The rate is 10 percent for the balance of the ten-year repayment schedule. Repayment of principal and

interest begins six months after a student ceases to be registered for at least a half-time academic program.

Eligible students pursuing a first B.S. degree may borrow up to \$2,625 annually for the first two years and \$4,000 per year for the final two years of the B.S. program. Eligible students pursuing an M.S. degree may borrow up to \$7,500 annually. The cumulative limit is \$54,750 for education.

Applications and further information may be obtained through local banks or the Financial Aid Office.

#### NURSING LOANS

Under the Nurse Training Act of 1971, eligible undergraduate and graduate students may borrow up to \$4,000 each calendar year, depending on the availability of funds. Interest and repayment begin six months after the student has completed the program of study.

Loans are administered through Columbia University.

#### PERKINS LOANS (FORMERLY NATIONAL DIRECT STUDENT LOANS)

Eligible students may borrow up to \$4,000 each calendar year under this program, depending upon availability of funds. Interest and repayment of principal begin six months after the student has completed the program of study. Loans are available through Columbia University.

### Student Employment

#### COLLEGE WORK STUDY

The Work-Study Program, authorized by the Higher Education Act of 1965, is administered by the United States Department of Education. Employment may be within a college or university or for a public or private non-profit organization. Students may work a maximum of twenty hours a week during the academic year and up to

forty hours a week during vacation periods under this program.

On-campus jobs offer a variety of work opportunities requiring general or specific skills; students may work as office or faculty aides or as laboratory or library assistants. Off-campus employment includes jobs in health, welfare, recreation, and other non-profit, public-interest community projects. For example, students may be employed as aides to teachers, as tutors, or as aides in youth-activity, day care, or neighborhood-service centers.

Students may apply for eligibility in August, or anytime thereafter. Forms are obtained from the Office of Student Affairs. All jobs are posted in the Center for Career Services on the Morningside campus.

#### NURSING ASSISTANTSHIPS

Students who have completed their first year are eligible to participate in this program. Subject to availability, students may be hired as nursing assistants in the clinical patient settings of some of the affiliated hospitals. Assistantships are generally limited to ten hours each week during the academic year and twenty to thirty-five hours during the summer.

New York City hospital tuition reimbursement is available for full-time Registered Nurses pursuing part-time study.

### ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

#### Fees and Financial Obligations

The following fees are in effect for 1990-91 and are subject to change at the discretion of the Trustees.

University charges such as tuition and fees and residence halls and board plans are due and payable in full by the date announced before the beginning of each term. The full amount of any charge may be paid when due without

penalty or payment may be made in installments. If installment payments are made, a **FINANCE CHARGE** is assessed on amounts not paid by the due date on the initial bill received prior to registration and thereafter as indicated on subsequent monthly bills. In either event, however, the student is required to sign a Retail Installment Credit Agreement at the time of registration which sets forth the terms and conditions of payment. All charges must be paid by the end of the term.

It is the policy of the University to withhold diplomas, certificates, and transcripts until all financial obligations have been met. Candidates for graduation are urged to pay their bills in full at least one month prior to graduation.

In the event a diploma, certificate, or transcript is withheld because of an unpaid bill, a student will be required to use a certified check, money order, or cash to release any of the aforementioned documents.

#### TUITION, FEES, AND ESTIMATED EXPENSES

First Professional Degree Students:	
For all courses, per point	\$464.00
Advanced Practice Students:	
For all courses, per point	498.00
Housing on Health Sciences campus (two terms)	3,100.00
Meal allowance (two terms)	1,450.00
Books per year	525.00-600.00
Transportation, per term	74.00-125.00
Uniforms	
Men	75.00
Women	85.00
Supplemental Uniforms	30.00
Professional activities fee	50.00

Approximate graduation expenses	150.00
Equipment Fee	50.00

#### APPLICATION FEES AND LATE FEES

Application for admission	50.00
Late application, or late renewal of application, for a degree	65.00

#### LATE REGISTRATION FEES

During late registration	50.00
After late registration	100.00

#### HEALTH SERVICE FEE AND HOSPITAL INSURANCE PREMIUM

For full-time students:	
Health service fee, per year (Sept. 1-Aug. 31)	
Single	400.00
Married	750.00
Family	1,000.00
Hospital insurance premium, per year (Sept. 1-Aug. 31)	
Single	257.00
Family	617.00

The student health service fee contributes to the cost of operating the Student Health Service. Students are also required to be covered by a hospitalization plan. Participation in these programs is compulsory for all full-time students; students who already carry hospital insurance, however, and who show proof of comparable coverage at registration, will be charged the health service fee only. Dependents of students may acquire hospital insurance coverage and are eligible to receive the benefits of the health service program upon payment of additional fees. Students should consult the Office of

Academic Records and Registration, Room 1-141, Black Building, for further information on dependent coverage.

**Withdrawal and Adjustment of Fees**

A student in good academic standing who is not subject to discipline will always be given an honorable discharge if he or she wishes to withdraw from the University. If the student is under twenty-one years of age, the parent or guardian must first give consent in writing to the Associate Dean for Student Affairs.

Any adjustment of the tuition that the student has paid is reckoned from the date on which the registrar receives the student's written notification. Application fees, late fees, and special fees are not subject to rebate. Up to

and including the second Saturday after the first day of classes, tuition will be retained in the following amount:

Full-time study	\$75.00
Part-time study	40.00

After the second Saturday after the first day of classes in the term, the above amount is retained, plus an additional percentage of the remaining tuition (as indicated in the adjustment schedule below), for each week, or part of a week, of the term up to the date on which the student's written notice of withdrawal is received by the Office of Student Information Services. A student's financial assistance is adjusted to reflect reductions in the student's overall budget. Excess financial aid is restored proportionately to the funds from which it was drawn before a refund is given.

ADJUSTMENT SCHEDULE

	Minimum fees Retained	Percentage of Remaining Tuition Retained
Second Saturday after first day of classes	\$40 or \$75	0
Week following sec- ond Saturday after first day of classes	40 or 75	10
Second following week	40 or 75	20
Third following week	40 or 75	30
Fourth following week	40 or 75	45
Fifth following week	40 or 75	60
Sixth following week	40 or 75	75
Seventh following week	40 or 75	90
Eighth following week	40 or \$75	100 (no adjustment)



## AWARDS

### THE ALPHA ZETA CHAPTER OF SIGMA THETA TAU AWARD

An award for excellence presented to a member of the graduating class who best exemplifies the principles of Sigma Theta Tau and the high ideals of the nursing profession.

### THE MARGARET ELIOT AWARD

Given in honor of a former Director of Nursing by her sister, Mrs. William A. Forbes, and awarded to the graduating nursing student who most nearly combines professional competence, capacity for leadership, and whole-hearted compassion for patients.

### THE JACKSON AWARD FOR EXCELLENCE IN NURSING CARE OF THE ACUTELY ILL SURGICAL PATIENT

Awarded to a member of the graduating class who has demonstrated interest, achievement, and professional competence in the care of acutely ill surgical patients. The award is given by an alumna and former faculty member of the School of Nursing.

### THE SHAFER AWARD IN NURSE-MIDWIFERY

Awarded to a member of the graduating class who best exemplifies willingness to consider alternative approaches to providing care for childbearing families, sensitivity to the special needs of childbearing women, and provision for family-centered care for all people.

### THE FACULTY AWARDS FOR EXCELLENCE

Awarded to the top graduating students in beginning and advanced practice who best exemplify the School of Nursing's philosophy.

### THE FACULTY AWARD FOR NURSING RESEARCH

Awarded to a master's degree candidate for excellence in research in clinical nursing and enthusiasm, zeal, and promise for further contribution to nursing research. The award is given in honor of Mary I. Crawford, former Associate Dean, Director of Nursing, and facilitator of nursing research.

### THE MARGARET SULLIVAN AWARD

Awarded for excellence in nurse anesthesia to the member of the graduating class who best demonstrates the qualities of academic excellence, clinical proficiency, and empathy for the patient. The award is given in honor of Margaret F. Sullivan, former Chief Nurse Anesthetist, the Roosevelt Hospital, and founder of The Roosevelt Hospital School of Anesthesia.

### THE TERRY MARCOS JANSSON AWARD

Awarded to a graduating student in the pediatric nurse practitioner program who exhibits compassionate, creative caring, technical competence, research based practice, and strong client advocacy. The award is given by the pediatric nurse practitioner faculty in memory of Terry Marcos Jansson, a previous graduate of the program who exemplified all these qualities.

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# Admission

Applicants may apply to the School of Nursing as candidates for a degree or as non-degree (special) students. Application forms are bound into the back of this bulletin. Additional information may be obtained by writing or telephoning:

Office of Student Affairs  
Columbia University School of Nursing  
617 West 168th Street  
New York, NY 10032  
212-305-5756

## Admission to a Degree Program

All materials for application must be received by the following dates:

April 15: Summer Session

May 1: ETP/AMP

July 15: Autumn Term

December 15: Spring Term

Financial Aid: February 15 for the  
coming academic year  
(September-May)

Students who have not submitted all application materials by the above dates may request admission as a special, non-degree student (see section on Admissions as a non-degree student).

All applications for admission are evaluated on the basis of the following materials:

1. An application form which includes a typed, 250 to 300-word personal statement describing professional goals and aspirations;
2. Official transcripts from all post-secondary institutions attended.
3. Official documentation of Graduate Record Examination or Miller Analogies Test scores.
4. Two letters of reference for the Entry-Into-Practice Program; three for the Accelerated Master's and Master's Programs.
5. Applicants whose education was not in English must submit the results

of their performance on the Test of English as a Foreign Language (TOEFL).

The Faculty of Medicine, School of Nursing, reserves the right to dismiss, or to deny admission, registration, readmission, or graduation to any student who in the judgment of the Faculty of Medicine is determined to be unsuited for the study or practice of nursing.

## Admission Procedures

An applicant for admission must apply on a form bound into the back of this bulletin. The completed form must be accompanied by the application fee: a check or money order for \$50 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore *not refundable*, nor is it credited toward tuition. *Incomplete applications and those received without the required application fee will not be processed.*

Applicants are responsible for the submission of all required admission materials. Therefore, it is strongly recommended that applicants call the Office of Student Affairs approximately four weeks after mailing the application to confirm the receipt of materials required.

## Admission to the Entry-into-Practice/Accelerated Master's Program for Non-nurses

The entry-into-practice program is an accelerated combined degree (B.S./M.S.) program. Candidates may apply as college graduates and upon acceptance follow a program of study on a full-time basis over a 36-month period. See also "Admission to a Degree Program" and programs of study.

The entry-into-practice program is designed to prepare the student for a career as a professional nurse. Academic studies are closely integrated with clinical experience. Graduate level courses are incorporated into basic education, facilitating the transition to master's level study in a selected clinical specialty.

Admission to this program includes admission to the graduate clinical specialty major, assuming that the student has attained a 3.0 GPA, successfully completed 4 terms of the study, and successfully passes the professional nurse licensing examination (NCLEX). Students must declare their graduate specialty major by the end of the third term of the program. At that time, the student will submit a personal statement regarding their chosen master's clinical specialty to the Office of Student Affairs. A personal interview will be arranged with the director of the graduate clinical specialty upon receipt of the personal statement.

While every effort is made to ensure that students are placed in the graduate program of choice, admission to a specific specialty cannot be guaranteed.

#### Admission requirements:

1. A baccalaureate degree from a regionally accredited college or university.
2. A cumulative grade point average of 3.0 (on a scale of 4.0). At the end of the baccalaureate phase of this combined degree program, the student must have a grade point average of 3.0 (on a scale of 4.0) to begin clinical specialty study.
3. Prerequisites:

	<i>Points</i>
English composition	3
Sciences (Chemistry and Biology/Physics)	9-12
Psychology	3
Humanities	6
Statistics	3
Social/Behavioral Sciences	6

Electives: 27-30

Fine arts, religion, language, mathematics, economics, history, nutrition, etc.

Anatomy and Physiology 3-4

Microbiology (recommended) 3-4

4. Personal interview with the program director by invitation.
5. Satisfactory score on the Miller Analogy Test (MAT) or Graduate Record Exam (GRE).

### The Registered Nurse/Accelerated Master's Program

A registered nurse from a National League for Nursing accredited associate degree or diploma nursing program may seek entrance to the baccalaureate program and the master's program at the level determined by the number of liberal arts points (semester credits) that can be transferred; a minimum of 60 points is required. Nursing courses cannot be counted toward liberal arts points.

Of the 120 points required to earn the Bachelor of Science degree in nursing, 60 points in liberal arts courses are required. These are the same for all bachelor's degree candidates and may be taken at Columbia or at another accredited college or university.

Thirty points of advanced standing in the nursing major may be established by means of challenge examinations designed to evaluate nursing competencies acquired through previous studies and/or nursing experience. The National League for Nursing Mobility II Profile examination is used for the granting of advanced standing. These exams are offered in January, March, July, September, and November at CUSN. The applicant must register in advance with the Office of Student Affairs. Fees, dates, times, and study guides are available from OSA. No "walk-in" testers will be allowed.

**Admission requirements:**

1. An associate degree or diploma in nursing from a National League for Nursing accredited program;
2. Current licensure as a Registered Nurse;
3. A minimum of one year's full-time work experience as a registered nurse reflective of the area chosen for graduate study;
4. A minimum of 60 liberal arts and science points, to include:
 

English composition	3
Sciences (Chemistry and Biology/ Physics)	9–12
Psychology	3
Humanities	6
Statistics	3
Social/Behavioral Sciences	6
Electives:	27–30
Fine arts, religion, language, mathematics, economics, history, nutrition, etc.	
5. Successful completion of the Miller Analogy Test (MAT) or the Graduate Record Exam (GRE);
6. Three current references to include at least one from an immediate nursing supervisor;
7. Completion of the NLN Mobility Profile II Exams. These exams are given in the School of Nursing in January, March, July, September, and November. Call the Office of Student Affairs for specific times and fees. Prior registration is required. No "walk-in" test takers will be allowed.

**Admission to the Master's Program**

The graduate program is designed to prepare nurses for advanced practice as clinical specialists or nurse practitioners.

Students may enter the program in the autumn, spring, or summer terms. Full-time or part-time study is available. A cumulative grade point average of 3.0 (on a scale of 4.0) is required for admission.

Admission requirements (see also "Admission to a Degree Program"):

1. A bachelor's degree with a nursing major from a program accredited by the National League for Nursing;
2. A current license to practice as a registered nurse in the United States;
3. One year of experience in clinical nursing. (Obstetrical nursing, preferably intrapartum, is required for nurse-midwifery; intensive care nursing is required for anesthesia nursing);
4. An undergraduate course in statistics. Undergraduate courses in general chemistry (which includes organic chemistry) and biology (which includes biochemistry), or the equivalent, are required for the nurse anesthesia major.
5. A course in basic physical assessment skills (not required for psychiatric-mental health majors). If integrated in the undergraduate course of study, evidence must be submitted for evaluation.
6. Successful completion of the Miller Analogies Test or the Graduate Record Examination.
7. A personal interview with a faculty member. Interviews are scheduled by invitation, and only following a preliminary faculty review of the completed application.

Individual consideration is given to those applicants who do not meet specific requirements for admission.

Acceptance of a student for admission is based on individual evaluation of character, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements.

**Admission as a Special (Non-degree) Student**

A baccalaureate prepared registered nurse may apply to take graduate courses as a nonmatriculant (special student). Enrollment as a special stu-

dent is limited to three terms, or completion of 15 points, whichever comes first. To change to degree candidacy, a student must file an application for change of status through the Office of Student Affairs. *Successful course work as a special student does not ensure admission to degree candidacy.* The special student admitted to degree candidacy may be awarded a maximum of 15 points of credit for courses taken as a nonmatriculant.

Special students are permitted to enroll on a space-available basis, and are not eligible to register for clinical courses. Preference is given to non-degree applicants whose undergraduate cumulative point average is 3.0 or higher (on a scale of 4.0). Special Students must apply for admission; "walk-in" registration is not permitted. Special Students are not eligible for School of Nursing Financial Aid or Loans.



#### SPECIAL STUDENT ADMISSION REQUIREMENTS

1. Graduation from a National League for Nursing accredited baccalaureate program in nursing;
2. Submission of an application and \$50 non-refundable application fee;
3. Official transcripts from all post-secondary institutions attended;
4. One reference.

#### Admission by Transfer from Another Nursing Program

Advanced standing in the nursing major for students presenting college credits for nursing courses carried in a National League for Nursing (NLN) accredited program is determined by the comparison and evaluation of the courses the applicant presents with those required for the degree from Columbia. If a particular course remains in question, a student may challenge the course by examination.

All students must meet the residency requirement of 30 points that must be taken at the School of Nursing.

#### Admission of Nurses with Non-nursing Baccalaureate Degrees to the Master's Program

Under special circumstances, registered nurses with degrees in fields other than nursing may be enrolled in the clinical specialty master's program.

#### Admissions requirements:

1. Graduation from a National League for Nursing accredited associate degree or diploma program.
2. A baccalaureate degree from a regionally accredited college or university.
3. A grade point average of 3.0 (on a scale of 4.0).

4. Two years of clinical practice related to the clinical specialty major chosen for study.
5. Three references, two of which must be from nurses.
6. A current license to practice as a registered nurse in the United States.
7. An undergraduate course in statistics and evidence of undergraduate course work in research.
8. A course in basic physical assessment (not required for psychiatric-mental health nursing majors).
9. Completion of the NLN Mobility Profile II Exams. These exams are given in the School of Nursing in January, March, July, September and November. Call the Office of Student Affairs for specific times and fees. Prior registration is required. No "walk-in" test takers will be allowed.
10. Successful completion of the MAT or GRE.

### **Admission of International Students**

Persons from other countries who meet admission criteria may apply for admission to the School of Nursing. Applicants are encouraged to apply at least six months prior to the expected term of admission if the applicant is currently in residence in the U.S.; or one year, if the applicant is out of the country. This amount of time is needed for evaluation of transcripts by the International Student Office. If the applicant has a baccalaureate degree in nursing, it is necessary to determine congruence with an NLN accredited baccalaureate program.

International applicants, whose schooling was not in English, must submit TOEFL scores (Test of English as a Foreign Language). Applicants with scores below 600 must enroll in the American Language Program located on Columbia University's Morningside campus.

International students who are not permanent residents are not eligible for School of Nursing financial aid or federal loans.

### **Auditing Courses**

Currently enrolled students may audit courses in the School of Nursing with the permission of the course instructor. Courses with limited enrollment, clinical courses, and seminars are not open to audit. Audited courses do not appear on the transcript and may not later be applied for credit, nor do they fulfill academic requirements.

Degree candidates in good standing who are enrolled for 14 points or more in the current term may audit one or two non-clinical courses (except during the Summer Session) in any division of the University without charge by filing a formal application in the Office of Academic Records and Registration, Room 1-141, Black Building, during the change-of-program period. Applications require (a) the certification of the Office that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

### **Advanced Standing and Exemption**

Advanced standing may be granted on an individual basis to students through documentation of having taken a comparable course at an accredited four-year college, university, or graduate school, and/or passing an exam. A grade of C is necessary for undergraduate students; a grade of B for graduate students. Credit is awarded for advanced standing. Alternatively, a student may apply for exemption. No credit is awarded for exemption. The choice between advanced standing and exemption is based upon the nature of previous course work and current degree requirements. This determina-

tion is made at the time of acceptance by the Associate Dean for Student Affairs.

RN/AMP students who can demonstrate knowledge through the achievement of a satisfactory score on the NLN Mobility Profile II exam are granted 30 points of advanced standing. RN/AMP students are given advanced standing in clinical courses by the provision of (1) achievement of a grade of B- or better in all clinical courses previously taken, (2) a letter of reference from a current supervisor detailing clinical competence, or (3) passing a preadmission skills examination.

Both advanced standing and exemption are at the discretion of the faculty member responsible for that course and/or the track director. No more than 15 points of graduate course work (completed within the last five years) will be accepted for advanced standing in the Master's Program. Credits used to meet requirements for a previous degree cannot be used as advanced standing in the Master's Program. Upon admission to M.S. degree candidacy, courses taken as a special (non-degree students) are applied as advanced standing to the degree requirements. No more than 15 points may be applied in this manner.

## REGISTRATION

Before attending University courses, each student must register in person during the registration period (see *Academic Calendar*). The registration procedure is as follows:

1. Students report to the School of Nursing and fill out various forms giving information required for University records.
2. They have their programs approved by an adviser, and checked by the Office of Student Affairs.
3. They take their completed forms to the Office of Bursar Operations and

sign a Retail Installment Credit Agreement (for more detailed information, see Fees).

4. They submit completed health form.
5. They submit evidence of malpractice insurance (where applicable).

All students are asked to give Social Security numbers when registering in the University. However, Social Security numbers are required of international students only when those students will be receiving payment from the University. International students should consult the International Student Office, 208 Lewisohn, for further information. Other students who do not have Social Security numbers should obtain them from their local Social Security offices well in advance of registration.

Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the International Student Adviser with two copies of the sponsorship letter. Special billing authorization is required of students whose bills are to be sent to a third party for payment.

Students in the graduate program are required to have proof of malpractice insurance and current nursing licensure upon entering the program. Students whose complete health forms, malpractice insurance and nursing license are not on file in the Office of Student Affairs will not be permitted to register.

## ACADEMIC REGULATIONS

### Programs Plans

Upon admission to a degree program, each student is assigned a faculty adviser. The adviser is available for academic counseling and helps the student to develop a plan of study. All students must complete a program

plan that details the time frame in which the student will complete degree requirements. The Program Plan is reviewed and signed each term, at registration, by the student and adviser. The Program Plan is kept on file in the Office of Student Affairs.

### Course Changes

Once registered, a student may drop or add courses or change sections by filing a formal change-of-program application with the Office of Academic Records and Registration during the change-of-program period each term (see *Academic Calendar* for specific dates). All such changes must first be approved by the student's adviser and the Associate Dean for Student Affairs.

Students may drop courses *after* the change-of-program period by following the same procedure; however, for individual courses dropped after the last day for change of program in each term, no adjustment of tuition will be made (see *Academic Calendar* for specific dates). *Failure to attend classes or notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.*

### Academic Standing

A cumulative grade point average (GPA) of 3.0 or above in which all clinical courses are at the B level or above and theoretical courses have an average of B is considered to be an indication of good academic standing.

Students not in good academic standing are reviewed by the Student Admissions and Promotions Committee (SAPC). At the discretion of the Committee, the student may be allowed to remain in the program with conditions, be placed on academic probation for one term, or requested to withdraw from the program. The School of Nursing reserves the right to withhold

the degree or to request withdrawal of any student not in good academic standing.

The student placed on academic probation is expected to consult with the faculty adviser for guidance in determining actions necessary to improve performance. It is the responsibility of the student to initiate and maintain this consultation. Students on academic probation will be reviewed at the end of the first term following probation. Students who have not shown improvement or fail to meet school standards will be withdrawn.

Students in need of tutoring in a specific subject should see the Associate Dean for Student Affairs or the Director of Student Services.

### Evaluation and Grading

The evaluation system provides for the assessment of the student's performance, progress, and achievement within each course. In theory courses, performance is evaluated by means of examinations and/or written and oral assignments. Written clinical evaluations are prepared by preceptors and/or clinical instructors for each clinical rotation. Faculty use this data to assess students' needs and abilities and to plan and implement appropriate learning experiences. Students are informed of their progress by faculty in individual courses at intervals during each academic year and receive grade reports from the Office of Academic Records and Registration after the end of each term.

The grading system of the School of Nursing is as follows: A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, passing; C-, poor but passing; F, failure. Clinical grades are as follows: A, excellent; B, passing; F, failure. Students in all programs must maintain a clinical grade of B or better. Failure to obtain a passing grade requires that the student repeat the course or resign. Students who fail a course but are permitted to remain in



the program will be placed on academic probation for the term following the course failure.

**Pass-Fail grades:** all students may elect the Pass-Fail grading option for elective courses only, including nursing courses taken as electives. Grades of P are not included in the grade-point average; however, grades of F are included. Students who wish to elect a Pass-Fail grade must secure written approval from their academic advisers (see *Academic Calendar* for specific dates). Students on academic probation may not elect the Pass-Fail grading option.

The mark of F\* (failure due to unofficial withdrawal) is assigned to a student who discontinues attendance in a course without formally notifying the Office of Academic Records and Registration.

The mark of ABS (authorized absence from an examination) is given by the instructor with the approval of the Office of the Associate Dean to those students who for imperative reasons are unable to take the final examination. If a student is unable to attend the final examination because of illness or some other emergency, he or she must, to receive the mark of ABS, communicate with the instructor before the examination. The student must remove the ABS during the term following the one in which it was received; otherwise the ABS will be changed to F.

The mark of INC (incomplete) is granted at the discretion of the instructor under special circumstances. Deadlines for completion of course work should be arranged between instructor and student. If work is completed within a period of four weeks after the end of the term, the grade of INC will be changed to a letter grade; otherwise, it will remain on a student's transcript even after a letter grade also has been recorded. After a period of one year a student loses the privilege of making

up work and receiving a letter grade. After one year the incomplete becomes an F. A student with more than two INCs on his or her record will not be permitted to register for the following term. Students on academic probation cannot be granted a grade of incomplete.

In the computation of grade averages, marks for courses are awarded quality points on the following scale: A=4, B=3, C=2, F=0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made.

### Dean's List

During each academic term, students who have earned an average of 3.6 or higher in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, INC, or ABS during the term are not eligible for consideration. Any student who has earned a B+ average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of the Associate Dean. Any student who has been on academic probation is also ineligible.

### Attendance and Leave of Absence

In education for a profession learning is the basis for practice as well as knowledge. Therefore, regular class attendance is an important part of professional responsibility, and students are expected to attend all scheduled classes in every nursing course for which they are registered. Requirements for class attendance within individual courses are at the discretion of the faculty member in charge of the course, and students are responsible for meeting those specific requirements. Attendance at skills laboratories and clinical sites is required.

Columbia University regulations mandate attendance at the first class unless excused.

All degree candidates are required to register until they have completed all the course requirements for their degrees. A student who wishes to interrupt his or her studies for any reason should discuss his or her plans with the faculty adviser and write to the Associate Dean for Student Affairs requesting a leave and stating the reasons. The student's request for leave is officially granted by the Associate Dean. To be eligible for a leave of absence, a student must be in good academic standing.

Leaves of absence are normally granted for no more than one calendar year. The period of a leave granted by the Associate Dean will not be counted toward the time limit applied to the degree. A leave already granted can be extended at the discretion of the Dean, but more than one leave of absence is not normally granted.

Students on academic probation who request a leave of absence must be reviewed by the Student Admission and Promotion Committee.

Any tuition adjustment is based on the date the student's notice of leave of absence is received in writing.

### **Withdrawal**

A student considering withdrawing from the University should consult the faculty adviser to discuss his or her reasons. If the student then decides to withdraw, he or she must go to the Office of Academic Records and Registration to complete the appropriate forms. Unless official notice is received, there is no tuition refund and a grade of F\* (failure due to unofficial withdrawal) will appear on the transcript for each course in that term. A student who has withdrawn must petition for readmission.

Tuition adjustment is based on the date the student's notice of withdrawal is received. The Student Health Service fee is refundable on a prorated basis. Students may elect to retain coverage. For additional information on tuition and fees adjustment, see "Withdrawal and Adjustment of Fees" or contact the Office of Bursar Operations in the Black Building.

### **Suspension**

Any student can be suspended from attending class, or clinical sessions, or from school entirely, by the Associate Dean for Student Affairs, in consultation with the Dean, for any behavior determined to be unprofessional, unsafe or illegal.

Such behaviors may include but are not limited to: alcohol or substance abuse, theft or deliberate destruction of property, verbal or physical abuse to others, the falsifying or copying of medical records, or the placing of patients in physical or emotional jeopardy.

Students who are suspended for any reason will be referred to the Student Admission and Promotion Committee. The members of this committee, in consultation with the Associate Dean for Student Affairs, will determine the next appropriate action. This determination will go as a recommendation to the Dean for a final decision.

### **Dismissal**

Any student can be dismissed from the School of Nursing by the Dean for any reason determined to be unprofessional, unsafe or illegal.

### **Appeal of Dismissal**

Any student suspended or dismissed from the School of Nursing has the right to appeal the decision. The procedure for appeals is outlined in the Student Handbook.

## Readmission

Students who have not been registered for two consecutive terms must file readmission forms and submit a non-refundable application fee of \$50 through the Office of Student Affairs. Additional credentials may be required. Students must have been in good academic standing when they withdrew in order to be readmitted.

Students on academic probation who have not registered for one term must file for readmission. Readmission is at the discretion of the Student Admission and Promotion Committee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term, May 15 for the autumn term, and March 15 for the summer term.

Inquiries for further information and requests for application forms should be addressed to the Office of Student Affairs, School of Nursing, Columbia University, 617 West 168th Street, New York, NY 10032.

## Residency and Time Limits

All students must complete a minimum of 30 points in residence. Requirements for the Master of Science degree must be completed within five years of the date of enrollment in courses in the clinical major. Students granted a degree from the School of Nursing must take all clinical courses at the School, unless approval is granted by the Associate Dean for Student Affairs.

A student who has been continuously enrolled may apply for extension of period of candidacy if circumstances warrant. Students who apply for readmission to degree candidacy after a period of time will be evaluated in terms of degree requirements in effect at time of readmission.

## GRADUATION

Students who satisfactorily complete the prescribed course of study are recommended for the award of the B.S. or M.S. degree. Degrees are awarded in February, May and October. A University-wide commencement ceremony is held each May on the Morningside campus. All students are urged to attend this gala event. Candidates for degrees are presented by their respective Deans, and the President publicly confers the degrees. In addition, the School of Nursing holds an exercise in May at which degree candidates are recognized.

Those who expect to receive a degree must satisfy academic requirements, meet their fiscal obligations to the University, and return all library books and University property. The Office of Academic Records and Registration will not release the diploma and transcript of any student who does not meet these graduation requirements. The School of Nursing reserves the right to withhold the degree of any student.

## Academic Integrity

Honor is a sense of personal satisfaction and worthiness derived from a confidence in one's values. This sense of honor is an integral part of living and, as such, influences one's thinking so that one understands and exhibits integrity, respect for individuals and groups, and also assumes responsibility for actions as professionals.

Each student at the Columbia University School of Nursing is expected to abide by the honor code which requires academic and professional integrity. As complete integrity is expected when one assumes the care of others, it is vital that we be honest with ourselves, other members of the health team, and our patients with respect to professional judgment. As students and faculty, we become members of a

group. To encourage a constant awareness of this group identity, each student and faculty is expected to assume responsibility for his/her own actions within the framework of ethically oriented professional and academic values.

Plagiarism is the appropriation of an idea, expression, plot, etc., or the copying of text from any source, published or unpublished, as one's own. Examples of plagiarism include, but are not limited to: the copying of phrases from a source without using quotation marks or footnoting, turning in a paper that has been done entirely, or in part, by someone else.

Plagiarism is both unethical and illegal and such behavior cannot be tolerated in a professional school. Students suspected of plagiarism will be referred to the Honor Board, as outlined in the Student Handbook. If the Honor Board determines that a student has plagiarized, the student can be summarily dismissed by the Dean.

Students are expected to become familiar with the School's Honor Code contained in the Student Handbook available in the Office of Student Affairs.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **Guidelines on Alcohol**

Alcohol beverages are not permitted at any School of Nursing sponsored student event. Alcohol beverages are not permitted in any class or clinical area, nor are students allowed to attend class or clinical practice under the influence of alcohol.

### **Guidelines on Smoking**

Columbia University maintains a smoke-free environment. Smoking is permitted only in private rooms in housing facilities.

### **Guidelines on Substance Abuse**

The possession, distribution, manufacture, or use of any illegal drug is not permitted. Students suspected of using illegal substances may be asked to submit to voluntary urine screening for substances as a condition of progression. Additional information on student impairment may be found in the Student Handbook.

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# Official Regulations

## RESERVATION OF UNIVERSITY RIGHTS

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. This bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

## UNIVERSITY REGULATIONS

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges (see *Registration and Expenses—Auditing Courses*). No student may register after the stated period unless he

or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with unpaid charges to the University.

## Attendance and Length of Residence

No degree will be granted to a student who has not registered for and attended the University courses of instruction equivalent to at least one academic year of full-time work.

Students are held accountable for absences incurred owing to late enrollment and are expected to attend punctually each class or laboratory exercise in each course. For credit toward the degree, regular attendance is required in addition to the proficiency attested by classwork and examination.

## Religious Holidays

It is the policy of the University to respect its members' observance of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. (See *Academic Calendar* for dates of religious holidays.)

Where scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor

involved, the appropriate dean or director should then be consulted. If an additional appeal is needed, it may be taken to the Provost.

## ACADEMIC DISCIPLINE

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree are strictly subject to the disciplinary powers of the University.

A guide to student rights and responsibilities is available to occupational therapy students and provides details concerning the due process procedures.

## RULES OF UNIVERSITY CONDUCT

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstration, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration, while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University-wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's discipline"). A student who is charged with a serious violation of the Rules has the option of choosing Dean's discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available at the Office of the University Senate,

406 Low Memorial Library, at the Student Financial and Information Services Office, 208 Philosophy, and at the Office of Student Activities, 206 Ferris Booth Hall.

## POLICY STATEMENT ON DISCRIMINATION AND HARASSMENT

The following statement was adopted by the University Senate on April 27, 1990.

As a great center of learning, Columbia University prides itself on being a community committed to free and open discourse, and to tolerance of differing views. We take pride, too, in preparing the leaders of our society and exemplifying the values we hope they will uphold. These commitments are subverted by intolerance, bigotry, and harassment. Even in recent history, we must recognize, race, ethnicity, religion, gender, sexual orientation, disability, and other irrelevancies have all occasioned attacks by the ignorant, the foolish, the sick, the evil. Instead of enjoying our differences and the richness they bring to our shared lives, some have chosen to make those differences the targets of anger and hate. As a community, we are committed to the principle that individuals are to be treated as human beings rather than dehumanized by treatment as members of a category that represents only one aspect of their identity.

This University resolutely condemns conduct that makes such targets of our differences. The free exchange of ideas central to the University can take place only in an environment that is based on equal opportunity for admission to academic and other programs and to employment, and on freedom from behavior that stigmatizes or victimizes others. All decisions concerning an individual's admission to or participation in any University program must

be based on that individual's qualifications, free of stigmatizing consideration of race, color, national or ethnic origin, religion, disability, gender, sexual orientation, marital status, age, citizenship status, or Vietnam era or disabled veteran status. Nor will Columbia tolerate any behavior that harasses members of the community on the basis of any of these qualities. Such behavior will be regarded as a violation of the standards of conduct required of any person associated with the University and will subject the person guilty of it to the full range of internal institutional discipline, including permanent separation. While mediation and consensual resolution are of course to be encouraged, we also recognize the right of all persons who believe themselves to have been the targets of such behavior to institute a formal grievance. Coercion to require them to overlook or retract their complaints fosters discrimination and harassment and is equally intolerable in the community.

It is not enough to be prepared to respond when ugliness appears. Members of a community such as ours must work preventively as well, to ensure that all our dealings with each other are marked by decency and characterized by civility. Columbia is committed to do what it can to engender mutual respect, understanding, and empathy. The University acknowledges a special responsibility to develop sensitivity to the concerns of those among us most vulnerable to discrimination and harassment.

Columbia devotes its resources to these commitments in many ways. Particularly noteworthy are the President's Committee for the Promotion of Mutual Understanding and Civility, charged with building a tolerant and vibrantly diverse community among us, and the Office of Equal Opportunity and Affirmative Action, responsible for coordinating the University's resources for responding to incidents of

alleged discrimination or harassment. Ms. Rosalind Fink is the Director of the Office of Equal Opportunity and Affirmative Action, which is located in 305 Low Memorial Library. The telephone number of this office is 854-5511.

## STATEMENT OF NONDISCRIMINATORY POLICIES

The University is required by certain federal statutes and administrative regulations to publish the following statements:

Consistent with the requirements of Title IX and the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 or 45 C.F.R. may be referred to Ms. Rosalind S. Fink, the Director of the University Office of Equal Opportunity and Affirmative Action (305 Low Memorial Library, New York, NY 10027, telephone 212-280-5511), or to the Director, Office of Civil Rights (Region II), 26 Federal Plaza, New York, NY 10007.

Columbia University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and part 84 of

45 C.F.R., the University does not discriminate on the basis of handicap in admission or access to, or employment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973 requires affirmative action to employ and advance in employment qualified handicapped workers.

The University in addition desires to call attention to other laws and regulations that protect employees, students, and applicants. Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color, or national origin in programs or activities receiving federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment. In addition, New York Human Rights Law, Article 15, Executive Law Section 296 prohibits discrimination in employment because of marital status.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age.

The Columbia University Senate on December 1, 1978, passed a resolution announcing its general educational policy on discrimination, which reaffirms the University's commitment to nondiscriminatory policies in the above-mentioned categories, as well as its policy not to discriminate on the basis of sexual orientation.

Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1973, as amended, prohibits job discrimination and requires affirmative action to employ and advance in

employment qualified special disabled veterans and veterans of the Vietnam era.

All employees, students, and applicants are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under any of the foregoing policies and laws.

The University's Office of Equal Opportunity and Affirmative Action has also been designated to coordinate the University's compliance activities under each of the programs referred to above. Any employee who believes that he or she has been denied equal opportunity should contact this Office, which will investigate complaints and counsel employees on questions relating to equal opportunity and affirmative action.

## **DISCRIMINATION GRIEVANCE PROCEDURE**

The University's Discrimination Grievance Procedure is available to enrolled students who feel that they have been victims of sexual harassment or discrimination on the basis of race, religion, national or ethnic origin, sex, sexual orientation, marital status, age, handicap, or Vietnam era or qualified special disabled veteran status. A copy of the Procedure is available in the Office of Equal Opportunity and Affirmative Action, 305 Low Memorial Library (854-5511).

A complaint under this Procedure is initiated through completion of a Discrimination Complaint Form, also available in the Equal Opportunity Office. Staff in that Office will assist in completing the Form and also are available for confidential counseling and informal investigation of discrimination claims.



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# Protection Against Sexual Harassment

## **POLICY STATEMENT ON SEXUAL HARASSMENT**

Federal Law (Title VII of the Civil Rights Act of 1964) provides that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise to discriminate against that person with respect to any matter directly or indirectly related to employment. Harassment of any employee on the basis of sex violates this federal law.

To help clarify what is unlawful sexual harassment, the Federal Equal Employment Opportunity Commission has issued Guidelines on the subject.

Although the EEOC Guidelines apply only to faculty and other employees, the University prohibits sexual harassment of any member of the Columbia community, whether such harassment is aimed at students, faculty, or other employees, and violators will be subject to disciplinary action. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or,
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive academic or working environment.

Any person who believes that he or she is being sexually harassed should seek a resolution of the problem through discussion with the person directly concerned. If this does not resolve the matter, or if there is a reluctance to deal directly with the person involved, the problem should then be brought to the attention of a member of the University Panel on Sexual Harassment. A list of current panelists follows. Advice may also be sought from the Office of Equal Opportunity and Affirmative Action (305 Low Library; 854-5511). If these steps have not resolved the problem, the applicable University grievance procedure should be used, including the University Discrimination Grievance Procedure that is available if no other University grievance procedure is specifically applicable. No one at the University may retaliate in any way against a person who makes a claim of sexual harassment.

## **CHARGE OF THE UNIVERSITY PANEL ON SEXUAL HARASSMENT**

The Columbia Panel on Sexual Harassment is composed of trusted, accessible, and sympathetic members of the University community who act as mediators. Their goal is the protection and counseling of any member of the University who is made to feel personally pressured or uncomfortable because of the behavior of another University member who is in a position of power. Members of the Panel provide a safe, impartial, nonadversarial setting in which the problem can be considered or solved, through confidential counseling and, when requested, mediation between the complainant and the alleged harasser.

The Panel thus provides guidance and protection for the accused as well, identifying false or mistaken accusations, misunderstandings, or unconscious behavior. Panel members finally become a link through which the University can take account of and take appropriate action against those on campus who are behaving illegally. The Panel on Sexual Harassment is thus a timely, protective, and compassionate arm of the University, one which not only sensitizes and educates the University community, but also demonstrates that University's commitment to fair treatment of all its members.

## **SEXUAL HARASSMENT COMPLAINT PROCEDURES**

### **A. Going to a Panelist**

1. A complainant comes to a Panel member with a complaint, to report an incident, or to seek advice.
2. The Panel member obtains data through discussion with the complainant, but keeps no records.
3. The Panel member selects one of the counseling or mediation options suggested by his or her training.
4. If the case seems serious enough, the Panel member refers it to the Equal Opportunity/Affirmative Action Office.

### **B. Initiating a Formal Investigation**

1. A formal investigation may be initiated in either of the following ways:
  - a. A complainant files a formal grievance under the applicable University grievance procedure. This step may be taken at any time, either with or without consulting a Panel member.

- b. A Panel member, believing that further action in a particular case might be appropriate, with the permission of the complainant, consults with the director of the EOAA office and the General Counsel or their designees. Consultations among the Panel member, General Counsel, and EOAA office may also occur in a case of multiple complaints.

2. All investigatory or formal actions taken will be conducted by the University and not the Panel.

## **PANEL MEMBERSHIP LIST**

Although Panelists are identified by location, school, or administrative areas on this list, each of them is in fact available to any member of the Columbia community. Persons who feel uncomfortable speaking with "their" Panelists are encouraged to seek out a Panelist from elsewhere at the University.

### **Morningside**

#### **PROFESSIONAL SCHOOLS**

**Mary McLeod**  
**Graduate School of Architecture,  
Planning and Preservation**  
*Associate Professor*  
408 Avery  
854-3596, 854-3414

**Ann Bartel**  
**Graduate School of Business**  
*Professor*  
710 Uris  
854-4419

**Stephen H. Unger**  
**School of Engineering and  
Applied Science**  
*Professor*  
Department of Computer Science  
505 Computer Science  
854-8187, 854-2736

**Kenneth Goldstein**  
**Graduate School of Journalism**  
*Professor*  
 608B Journalism  
 854-4718, 854-4150

**William Young**  
**School of Law**  
*Professor*  
 8W8 Law  
 854-2645

**Phyllis Dain**  
**School of Library Service**  
*Professor*  
 611 Butler Library  
 854-4032

**Samuel Miller**  
**School of Social Work**  
*Associate Professor*  
 711 McVickar  
 854-2735

#### ARTS AND SCIENCES

(Columbia College, Graduate School of Arts and Sciences, School of General Studies, School of International and Public Affairs, and School of the Arts)

**Padma Desai**  
**Department of Economics**  
*Professor*  
 1015 International Affairs  
 854-2266, 854-3681

**Eric Foner**  
**Department of History**  
*DeWitt Clinton Professor of History*  
 620 Fayerweather, Box 16  
 854-5253

**Inge D. Halpert**  
**Department of Germanic Languages**  
*Professor*  
 312 Hamilton  
 854-3201, 54119L (on leave, 1991-92)

**David Helfand**  
**Department of Physics**  
*Professor*  
 1020 Pupin, Box 29  
 854-2150

**Howard Stein**  
**School of the Arts**  
*Professor*  
 605 Dodge  
 854-3408

#### CENTRAL ADMINISTRATION

**Patricia Long**  
*Assistant Controller*  
 Box 9, Central Mailroom or  
 2828 Broadway  
 854-1052

**Sandra Resnikoff**  
*Manager, Computer Systems*  
 CUCCA  
 612 West 115th Street  
 854-4793

#### University Libraries

**Angela Giral**  
*Avery Librarian*  
 230 Avery  
 854-3068

#### Lamont-Doherty Geological Observatory

**Constance Sancetta**  
*Senior Research Scientist*  
 Core Lab, Room 204  
 Palisades, NY 10964  
 (914) 359-2900, Ext. 412

#### Nevis Laboratories

**Michael Shaevitz**  
*Professor of Physics*  
 (914) 591-8100, Ext. 247

#### Health Sciences

**Jeanette Coy**  
**Harlem Hospital Center**  
*Administrator for Professional Services*  
 Obstetrics and Gynecology  
 506 Lenox Ave.  
 491-1573

**Rae Janet Jacobs-Cohen**  
**School of Nursing**  
*Assistant Professor*  
 122 Georgian Building  
 305-2809, 5654

**Debra Kalmuss**  
**School of Public Health**  
*Associate Professor*  
 Center for Population and Family Health  
 60 Haven Avenue, Level B-3  
 305-6960

**Daniel W. Morrissey**  
**School of Public Health**  
*Assistant Professor of Clinical Behavioral Science*  
Bard Hall, Box 227  
305-3989

**Marlene Moss-Klyvert**  
**School of Dental and Oral Surgery**  
*Associate Professor of Clinical Dentistry*  
Box 20, Physicians and Surgeons  
305-3573, 305-6400

**Marion Kelly Murphy**  
**Health Sciences Administration**  
*Departmental Administrator*  
Pediatrics  
Babies Hospital South 1-104  
305-7175

**Katherine G. Nickerson**  
**College of Physician and Surgeons**  
*Instructor in Clinical Medicine*  
8-507 Physicians and Surgeons  
305-3645

**Ethel Siris**  
**College of Physicians and Surgeons**  
*Associate Professor of Clinical Medicine*  
Presbyterian Hospital  
305-2529

**Debra Wolgemuth**  
**College of Physicians and Surgeons**  
*Associate Professor of Genetics*  
1613 Black Building  
305-7900

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# Academic Affairs

## PROGRAMS OF STUDY

### **The Accelerated Master's Entry-into-Practice Program for Non-nurses**

The entry-into-practice program (ETP/AMP) prepares qualified applicants for a career in professional nursing. This is a combined degree (B.S./M.S.) program leading to a master's degree in a clinical specialty in three years of full-time study. The program is composed of two phases: the bachelor of science (or pre-licensure) phase and the master of science (or post-licensure) phase.

#### PHASE I: PRE-LICENSURE

The program of study in the first phase continues instruction in the biological and behavioral sciences, and incorporates the clinical and didactic learning necessary for the first professional degree. The bachelor of science phase can be completed in sixteen months of full-time study. At the end of this phase, students are eligible to take the professional nurse licensure examination in any state.

Clinical education receives major emphasis with patient experiences beginning early in the first term. Theory and precepted clinical practice are related to the promotion of health and prevention of illness, as well as to the care of the sick and their restoration to optimal health. Students work with patients in a variety of settings, such as clinics, hospitals, community centers, and the home.

The curriculum is built on the integrated health model, beginning with wellness and progressing through illness to maintenance and rehabilitation. The initial focus is on health, with emphasis on promotion of health and prevention of illness.

This perspective is reinforced throughout the program as students learn to critically analyze nursing approaches and professional issues focused on health promotion and disease prevention.

Study is next centered on individual interruptions in health, emphasizing the assessment, care, restoration, and rehabilitation of adults experiencing medical and/or surgical nursing problems. Students also learn the conceptual foundations upon which nursing practice is based.

In the third term, study is directed toward the study of families. Course work encompasses the clinical nursing areas of pediatrics, maternity, child development and family processes. In addition, students learn core content in mental health nursing, and assessment and management in psychiatric conditions across the life span.

In the final term, study is centered on the theories and concepts of community organization and planning and epidemiology. Nursing management, leadership, and informatics are stressed.

#### OBJECTIVES

At the end of the first phase of the accelerated entry-into-practice program, the student is awarded a bachelor of science degree with a major in nursing, and is able to:

1. Integrate knowledge from the biological, physical, and behavioral sciences in caring for individuals, families, and groups on the health-illness continuum in a variety of settings.
2. Demonstrate competence in the application of nursing interventions directed towards the promotion, maintenance, and restoration of health, while maximizing client participation in the decision-making process.

3. Apply the nursing process to the delivery of nursing care.
4. Analyze the health care beliefs and practices of the major socio-cultural groups in American society today for the purpose of individualizing nursing approaches.
5. Apply principles of leadership and management to the delivery of nursing care.
6. Analyze influence of current and projected demographic, social, environmental, and political/legislative trends upon the health care needs of individuals and communities.
7. Demonstrate responsibility and accountability for individual nursing practice.
8. Collaborate with other health care professionals to promote the delivery of comprehensive health care.
9. Analyze research in terms of its clinical applicability to nursing practice.
10. Apply ethical-moral reasoning in clinical decision making.
11. Synthesize a personal philosophy of nursing care and practice framework.
12. Serve as an advocate for the consumer and the profession of nursing within the health care delivery system, and the socio-political-legal arena.

#### PHASE II: POST-LICENSURE

The student enters Phase II of the Accelerated Entry-into-Practice Program with 9 credits of graduate study already completed. The courses completed in Phase I for which advanced standing is granted in Phase II are:

- Theoretical bases of nursing practice (3)
  - Research I (3)
  - Family theory and therapy (3).
- The curriculum is as follows:

### Curriculum Outline for Full-time Study

#### Year One, Phase I (Pre-Licensure)

##### AUTUMN TERM

	<i>Points</i>
Health promotion through the life cycle	4
Foundations of nursing practice	4
Physical assessment	2
Anatomy and physiology	4
Theoretical basis of nursing practice	<u>3</u>
	17

##### SPRING TERM

Nursing care of adults in health and illness	6
Pharmacology	3
Psychiatric/mental health nursing	4
Community health nursing I	<u>3</u>
	16

## SUMMER TERM

Select graduate major, submit graduate personal statement.

Nursing care of childbearing/childrearing families	6
Issues in professional nursing	2
Research I	3
Community health nursing II	3
	<u>14</u>

## Year Two, Phase I

## AUTUMN TERM

Nursing management and informatics	3
Clinical nursing leadership	7
Family theory	3
	<u>13</u>

## Year Two, Phase II (Post-Licensure)

## SPRING TERM

Take professional nurse licensing examination (NCLEX) in February.

Work full time in selected specialty area.

Begin Clinical Specialty Study with:

M6100	Advanced physiology	3
	or	
M6530	Psychosocial development	3
	(for psychiatric/mental health majors)	
	Curriculum and teaching in advanced nursing practice	3
	(for nurse practitioner students)	

## SUMMER TERM

M6121	Pathophysiology of the adult	3
	or	
M6122	Pathophysiology of the child	3
	Curriculum and teaching in advanced nursing practice	
	(for clinical nurse specialty students)	3
	Work full time as registered nurse in area of expected specialization	

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3 or 5

**Year Three, Phase II**

AUTUMN TERM

Clinical specialty courses	7-9
Elective	3
Policy and management in advanced nursing practice	3
Work part time in selected specialty area	
	<hr/> 13-15

SPRING TERM

Clinical specialty courses	9
M8521 Advanced professional role development	3
Elective	3
Work part time	
	<hr/> 15

Summer Term or Autumn Term

Clinical specialty courses	<hr/> 9
	9

**The Accelerated Master's Program  
for Nurses (RN/AMP)**

OVERVIEW

The Accelerated Master's Program (RN/AMP) recognizes the clinical knowledge and experience of practicing registered nurses (RNs) and provides an academic and theoretical base to their practice. Graduate courses begin in the first term, and the highly focused nature of the program fosters motivation and commitment.

This program is designed to meet the educational and career mobility needs of RNs with diplomas or associate degrees in nursing who have completed 60 points of credit of liberal arts and sciences. RN/AMP enables outstanding RNs to earn an M.S. degree in a clinical specialty by pursuing a streamlined course of study. The B.S. degree in nursing is conferred midway through the M.S. program. Students progress through the baccalaureate and master's phases in a sequence that assures qual-

ity education while allowing for individualization of study. The entire program requires the completion of 60-70 credits. Taken as a full-time course of study, the program can be completed in three years.

For qualified RNs, RN/AMP offers the following benefits: guaranteed admission to the graduate specialty of their choice upon acceptance to the program; generous credit by exam for previous nursing experience; exemption from undergraduate core courses; graduate level courses as early as the first term; advanced standing in the graduate phase of the program.

The School of Nursing looks toward RN/AMP to further enrich the collaboration between education and practice to help meet the growing needs for baccalaureate and master's prepared clinicians, and to enable nurses to further their education and careers in an atmosphere of excellence.



## Curriculum Outline for Full-time Study

### AUTUMN TERM

	<i>Points</i>
Anatomy and physiology	4
Community health nursing I	2
Family theory and therapy	3
Research I	3
Physical assessment	2
	<u>14</u>

### SPRING TERM

Nursing management and informatics	3
Clinical leadership	3-12
Advanced professional role development	3
Electives	5
Community health nursing II (Clinical)	2
	<u>16-25</u>

## The Master's Program

The master's program provides qualified students the opportunity to acquire an in-depth theoretical understanding of advanced nursing practice, and to apply this understanding to a selected clinical specialty.

The master's program prepares graduates to function as either clinical specialists or primary care practitioners. Clinical specialty options are offered in the following areas:

### CLINICAL SPECIALIST ROLE

Critical Care  
Nurse Anesthesia  
Nurse Midwifery  
Oncology  
Neonatal/Perinatal  
Psychiatric/Mental Health

### PRIMARY CARE PRACTITIONER ROLE

Adult Nurse Practitioner  
Family Nurse Practitioner  
Geriatric Nurse Practitioner  
Pediatric Nurse Practitioner

## The Specialty Curriculum

### The Clinical Specialist

#### CRITICAL CARE CLINICAL SPECIALIST (45 points)

This specialty provides the student with a broad conceptual and research base, and advanced clinical expertise in a selected area of critical care. Students may elect to focus clinical study in medical/surgical, cardiovascular, trauma/emergency, neurological, or perioperative critical care. Critical care or emergency experience is required for admission. An advanced standing option is available for nurses who hold the CCRN certification.

#### NURSE ANESTHESIA (51 points)

The nurse anesthesia program is offered in collaboration with St. Luke's-Roosevelt Hospital Center, the Roosevelt Site.

Graduates are prepared to administer anesthesia to a variety of patient populations incorporating a broad range of techniques and procedures. Emphasis is placed on evaluation of risks, monitoring of homeostatic deviations and

patient responses to the surgical procedure as well as the anesthesia. Graduates are eligible to take the certifying examination administered by the Council on Certification of Nurse Anesthesia. A minimum of one year's experience in critical care is required for admission. An advanced standing option is available for those nurses who hold the CRNA certification and are currently recertified. Prior to beginning coursework, the student must demonstrate a "knowledge base" in chemistry and physics via a self-study examination.

#### **NURSE MIDWIFERY (48 points)**

This specialty prepares nurses with labor and delivery experience to assume the role of nurse midwife. The student focuses on normal childbearing and family care, with additional preparation in collaborative management of at-risk pregnant women and neonates. Graduates are eligible to take the certifying examination administered by the American College of Nurse Midwives. An advanced standing option is available for those nurses who hold the CNM certification.

#### **ONCOLOGY CLINICAL SPECIALIST (45 points)**

This program is offered in collaboration with the Memorial Sloan-Kettering Cancer Center. Theory and clinical experience are provided in courses on cancer prevention and detection, symptom management, site-specific cancers, and hospice care. An advanced standing option is available for those nurses who hold oncology certification.

#### **NEONATAL/PERINATAL CLINICAL SPECIALIST (45 points)**

Students may select either the perinatal, maternal, pediatric, or women's health option. Study is directed toward the conceptual foundations and clinical expertise needed for an advanced role in parent-child nursing. Emphasis in

each of the options is placed on the role of the family. Clinical hours may be applied toward the NAACOG or ANA certifying examination. An advanced standing option is available for neonatal or perinatal certified nurses.

#### **PSYCHIATRIC/MENTAL HEALTH CLINICAL SPECIALIST (45 points)**

Students select either the adult, child, consultant/liaison, or community psychiatry options. Theory and clinical experience form the foundation for work as a primary clinician for individuals, groups, and families. Graduates are eligible to take the certifying examination offered by the American Nurses Association.

#### **Primary Care Practitioner**

Students select either the adult, pediatric, family, or geriatric nurse practitioner options. Graduates of all primary care practitioner programs are eligible for certification as nurse practitioners in New York State, which grants direct third-part reimbursement and prescriptive privileges.

#### **ADULT NURSE PRACTITIONER (45 points)**

This specialty is designed to prepare nurses to deliver primary care to the adult client. Graduates assume positions in a variety of ambulatory, home care, long-term care, or alternative care settings. Graduates are eligible to take the certifying examination offered by the ANA.

#### **FAMILY NURSE PRACTITIONER (45 points)**

This program focuses on the family as the unit of care. Theory and clinical experience prepare the student to deliver primary care to individuals of all ages. Graduates are eligible to take the certifying examination offered by the ANA.

**GERIATRIC NURSE PRACTITIONER**

(45 points)

This program prepares students for primary care of older adults and utilizes case management as a comprehensive approach to client care. It is ideally suited to health care of the elderly who may have multiple chronic illnesses, the need for resource identification, and coordination of care.

**PEDIATRIC NURSE PRACTITIONER**

(45 points)

This specialty prepares the student to deliver primary care to infants, children, and adolescents. Theory and clinical experience focus first on the well child, progressing to the study of episodic and chronic illnesses. Graduates assume positions in outpatient clinics, day-care programs, schools, or private practices, among others. Graduates are eligible to take the certifying examination offered by NAPNAP and/or the ANA.

### **Clinical Specialty Curriculum Overview**

*Foundational Courses* (12 points) provide the basis for the analysis and application of a variety of theories to an advanced practice role; and the opportunity to discuss broad professional

issues across specialties. These courses include the Theoretical Bases of Nursing Practice and Advanced Professional Role Development, Curriculum and Teaching in Advanced Nursing Practice, and Management and Policy in Advanced Nursing Practice.

*Research Courses* (3 points) provide the student with an understanding of the methods and techniques used in research.

*Clinical Science Courses* (5-8 points) provide the basis for an understanding of normal and abnormal bodily functioning.

*Family Courses* (3-6 points) enable the student to form a comprehensive family oriented plan of care in the promotion of health or prevention of illness. The term family is acknowledged to be not limited to the constraints of marriage.

*Electives* (0-6 points), selected on the basis of professional interest and goals, deepen the understanding of the advanced practice role.

*Specialty Courses* (18-23 points) focus on the clinical application and integration of theory to advanced practice situations. Didactic and clinical courses are specific to the clinical specialty chosen for study. In clinical experience courses, students function in the role of clinical specialist or nurse practitioner. A project is required.

## Clinical Specialty Curriculum

### The Core Curriculum

*Points*

#### FOUNDATION COURSES (all are required)

M6041	Theoretical basis of nursing practice	3
M8521	Advanced professional role development	3
M6730	Curriculum and teaching in advanced nursing practice	3
	Health policy and management in advanced nursing practice	3

#### RESEARCH COURSES

M6020	Research I (required)	3
M6030	Research II (elective)	2

#### CLINICAL SCIENCE COURSES (not required of psychiatric/mental health majors)

M6100	Advanced physiology	3
M6121	Pathophysiology of the adult	2
	or	
M6122	Pathophysiology of the child	3
M6150	Maternal-fetal physiology	1
	(required of nurse midwifery majors)	

#### *Family Courses* (at least one is required)

M8560	Family theory and therapy	3
M8350	Families under stress	3
M6350	Theories of psychosocial development	3

### The Specialty Curriculum: Clinical Specialist Role

#### CRITICAL CARE

M6100	Advanced physiology	3
M6121	Pathophysiology of the adult	2
M6830	Assessment and evaluation in critical care	3
M8830	Critical care nursing	3
M8831	Advanced critical care nursing	3
M8832	Practicum in critical care nursing	3
M8833	Practicum in advanced critical care nursing	3
M8880	Seminar in critical care clinical nurse specialty	4
M8350	Families under stress	3
	Electives	6

#### NURSE ANESTHESIA

M6100	Advanced physiology	3
M6124	Homeostatic alterations during anesthesia	3
M6127	Neuroscience	2
M6110	Pharmacology of anesthetics	3
M6111	Pharmacology of accessory drugs	3
M6862	Health assessment management and evaluation of perioperative patient	3

M6870	Basic principles of nurse anesthesia practice	3
M6871	Advanced principles of anesthesia practice	3
M8870	Clinical practicum in nurse anesthesia I	6
M8871	Clinical practicum in nurse anesthesia II	6
M8900	Anesthesia residency I	1
M8901	Anesthesia residency II	1

## NURSE MIDWIFERY

M6150	Maternal, fetal physiology/Advanced physiology	4
M8560	Family theory and therapy	3
M6666	Maternal nutrition	2
M8474	Well woman gynecology	4
M8472	Antepartal normal newborn	4
M8473	Intrapartum normal/early postpartum/normal newborn	6
M6466	Nursing management of high risk pregnancy	3
M6465	Neonatology	3
M8475	Clinical practicum in nurse-midwifery	6
	Elective	3

## ONCOLOGY

M6100	Advanced physiology	3
M6740	Oncology nursing theory I	3
M6745	Oncology nursing practice I	2
M6880	Oncology nursing theory II	3
M6885	Oncology nursing clinical practice II	2
M8882	Oncology nursing theory III	3
M8883	Oncology nursing practice III	2
	Clinical specialization I	2
	Clinical specialization II	2-3
	Assessment and evaluation	3
M8560	Family theory and therapy	3

## NEONATAL/PERINATAL

M6641	Perinatal nursing I	3
M6642	Perinatal nursing I: clinical practicum	3
M6644	Perinatal nursing II	3
M6651	Perinatal nursing II: clinical practicum	3
M8640	Advanced seminar and practicum in neonatal/perinatal nursing	6
M8650	Individualized study in neonatal/perinatal nursing	1-8
	Specialty electives	7

## WOMEN'S HEALTH

M6641	Perinatal nursing I	3
M6644	Perinatal nursing II	3
M6652	Perinatal nursing III	3
M8474	Well woman gynecology	4
M4850	Women's health	3

## PSYCHIATRIC/MENTAL HEALTH

M6530	Theories of psychosocial development	3
M6597	Assessment and evaluation in psychiatric mental health nursing	2
M8590	Theory and practice of individual psychotherapy I	2
M8588	Theory of group psychotherapy	2
M8592	Clinical practice and supervision with groups	2
M6594	Concepts of psychiatric nursing	2
M8560	Family theory and therapy	3
M8591	Theory and practice of individual psychotherapy II	2
M8562	Clinical practice and supervision with families	2
M8594	Advanced practicum in psychiatric/mental health nursing I	3
M8595	Advanced practicum in psychiatric/mental health nursing II	4
	Electives	6

**The Specialty Curriculum: Nurse Practitioner Role**

## ADULT NURSE PRACTITIONER

M6100	Advanced physiology	3
M6121	Pathophysiology of the adult	2
M8560	Family theory and family development	3
M6720	Introduction to primary care practice of the adult	2
M8770	Diagnosis and management of illness in adults I	4
M8771	Diagnosis and management of illness in adults II	4
M8772	Practicum in adult primary care I	4
M8773	Practicum in adult primary care II	4
M8776	Advanced practicum in primary care	1-3
	Elective	3
M4440	Advanced clinical assessment	3

## GERIATRIC NURSE PRACTITIONER

M4440	Advanced clinical assessment	3
M6100	Advanced physiology	3
	Disease prevention and health promotion for the elderly and families	5
	Case management: professional role	3
M6121	Pathophysiology of the adult	2
	Management of care of the elderly and families	5
M8350	Families under stress	3
	Health care economics	3
	Case management: policy and resource perspective	4
	Interdisciplinary collaboration in long-term care: a seminar practicum	3
	Elective	2

## FAMILY NURSE PRACTITIONER

M6121	Pathophysiology of the adult	2
M4440	Advanced clinical assessment	3
M6840	Primary care concepts	2
M8625	Practicum in family primary care I	4
M8350	Families under stress	3
M8352	Strategies for families	1
M8770	Diagnosis and management of illness in adults I	4
M6620	Pediatric primary care nursing I	1
M6630	Pediatric primary care nursing II	1
M8670	Pediatric primary care nursing III	1
M8472	Antepartum normal	1
M8850	Advanced practicum in family primary care	4
M8560	FNP family theory	3
M8550	Application of family intervention	1
M8771	Diagnosis and management of illness in adults II	2

## PEDIATRIC NURSE PRACTITIONER

M6100	Advanced physiology	3
M6610	Physical and psychological assessment of the child	3
M6620	Pediatric primary care nursing I	3
	Clinical practicum: pediatric primary care nursing I	1
M6630	Pediatric primary care nursing II	3
M6632	Clinical practicum: pediatric primary care nursing II	4
M6122	Pediatric pathophysiology	3
M8670	Pediatric primary care nursing III	3
M8674	Clinical practicum: pediatric primary care nursing III	4
M6530	Theories of psychosocial development	3
	Elective	3
M8560	Family theory and therapy	3

## Joint Degree Programs

### NURSING AND PUBLIC HEALTH (M.S./M.P.H.)

The objective of the joint degree program, with a Master of Science from the School of Nursing and a Master of Public Health from the School of Public Health, is to prepare nurses to be both advanced clinical practitioners and public health practitioners or administrators in a variety of community settings, including hospitals. The program is particularly valuable to nurses whose career goals are focused on the field of nursing but who also desire a broader interdisciplinary outlook.

Joint application is simplified. References and transcripts are shared, so duplication is not usually necessary. Each program also accepts the other's requirement for GRE or MAT testing, i.e., under most circumstances the student need not take both. However, students should complete application forms for both schools. On occasion, a student will have entered one program and then decides to earn the joint degree. This is possible if the student is accepted to the other program. (Because class size is limited in all programs, but varies in numbers, acceptance or non-acceptance in one does not guarantee or preclude acceptance in the other).

The student may apply and be accepted in both programs at the same time but start in either school, with an adviser in each school assigned immediately to coordinate the student's program and approve each term's class choices. Total credit requirements are 75 points plus the School of Public Health's one term practicum and essay, both of which may be waived in particular circumstances. At least 30 points must be in residence in each school in order for a degree to be granted. Each

student's curriculum is planned individually to meet his/her goals, but the basic requirements for admission and graduation for each school must be met. In the School of Nursing, the minimal number of required core and major (or track) courses range from approximately 30 to 52, depending on the clinical track selected. In the School of Public Health, the minimum is approximately 30 to 34. In both schools, students must also be accepted in a specific track/division. Financial aid, including nurse traineeships, are available in both schools for eligible full-time students. Students may not, however, receive financial aid from both schools during the same academic year.

The mechanism that enables the student to acquire a joint degree with fewer credits than two separate degrees is essentially that each school accepts, in its elective components, courses from the other school (which may at the same time be required courses for that other school). Some courses from one school may also be considered substitutions for requirements in the other. Various patterns can be worked out, but one example follows. If a student attends full time, including the summer, it is possible to complete the program in two calendar years. Part-time students are also admitted.

Students in the School of Public Health must complete the core courses in biostatistics, epidemiology, issues in sociomedical sciences, environmental sciences, and health care organization. All may be challenged. Joint degree students may choose any School of Public Health major for combination with any School of Nursing clinical specialty major.





### Sample Registration and Curriculum Schedule

Autumn	Core and major courses	9
Registered in Nursing	Cross register Public Health—core courses	<u>6</u> 15
Spring	Core and major courses	9
Registered in Nursing	Cross register Public Health—core courses	<u>6</u> 15
*Summer	Track and elective courses	15 split
Registered in Public Health		
Autumn	Core and track courses	9
Registered in Public Health	Cross register Nursing major	<u>6</u> 15
Spring	Major and elective courses	9
Registered in Nursing	Cross register Public Health track and elective	<u>6</u> 15
Summer or Autumn	Practicum	15 equivalent
Registered in Public Health		

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\*Students may choose all Public Health courses and adjust the split in another semester. However, ordinarily it is best to have students attend courses in each school each semester.

NURSING AND BUSINESS (M.S./M.B.A.)

The School of Nursing in collaboration with Columbia University School of Business also offers a combined 75-point M.S./M.B.A. degree. This program enrolls only full-time students who are able to complete the program in two and one-half years. Autumn term admission is required.

The purpose of this joint degree program is to prepare nurses to be both advanced clinical practitioners and professionally trained managers in a variety of health care settings. This program is of value to those individuals interested in advancing to executive nursing management positions in acute care and community care organizations.

The curriculum for this joint degree combines the core curriculums for both Schools. In some cases, substitutions are made. The student selects a School of Nursing Clinical Specialty, but need not choose a specific concentration in the School of Business. Rather, the student is guided in the

selection of courses to meet career goals and individual interests.

Applicants apply separately to the School of Nursing and School of Business, and must meet the admission criteria for both schools. Admission requirements for the School of Nursing can be found on page 24. The School of Business admission requirements include:

- 1. A bachelor's degree (in nursing).
- 2. A calculus course. A ten-day, non-credit mathematics course is available at the Business School in mid-August for those students who have not taken calculus.
- 3. Graduate Management Aptitude Test (GMAT). Applicants to the M.S./M.B.A. program should *not* take the GREs. A GMAT score over 500 is necessary for admission. Students considering admission to the autumn term should take the GMATs no later than the preceding January.
- 4. Computer proficiency.

A sample curriculum for the M.S./M.B.A. program is as follows:

M.S./M.B.A. Sample Curriculum

AUTUMN

*B6003	Conceptual foundations of business	3
*B6006	Economics of the firm	3
*B6014	Statistical analysis and Inference	3
*M6041	Theoretical basis of nursing practice	3
*M6610	Assessment	3
*M6011	Advanced physiology	3
	Total points	18

SPRING

*B6013	Accounting	3
B8450	Management evaluation	3
M8832	Critical care practicum	3
M8830	Critical care I	3
*M6121	Pathophysiology	2
	Total points	14

SUMMER

*B6012	Managerial behavior in organizations	3
*B6005	Business in a changing economy	3
*B6015	Operations research	3
B6301	Business finance	3
B6601	Marketing strategy	3
	Total points	15

## AUTUMN

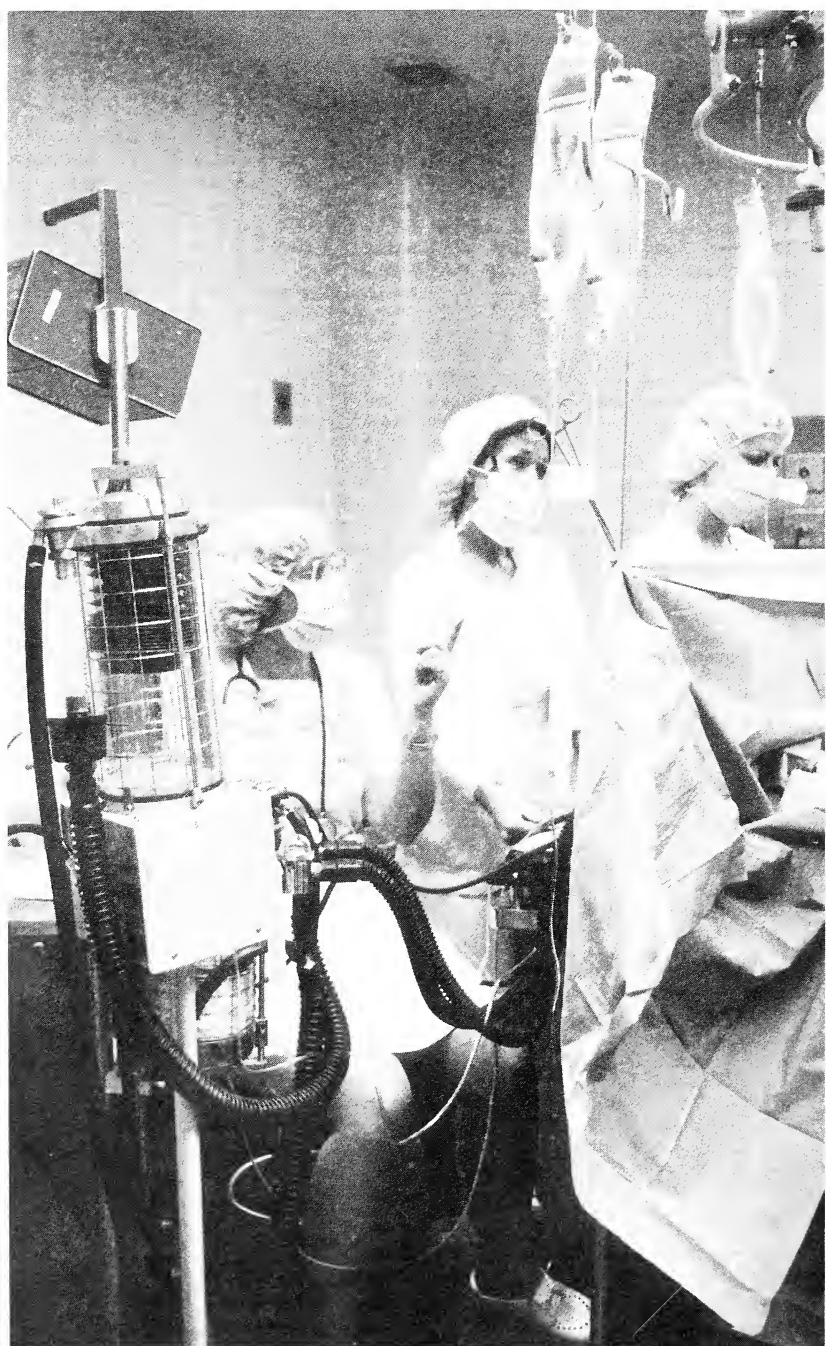
*B8001	Policy determination and operations	3
B8450	Public finance and budgetary policy	3
B6401	Managing employee relations	3
M8833	Critical care practicum II	3
M8831	Critical care II	3
	Total points	15

## SPRING

B8612	Public and Nonprofit marketing	3
*M8560	Family theory	3
M	Clinical major	2
M8880	Critical care seminar	4
	Total points	12

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\*Core course



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# Courses of Instruction

## Key to Course Listings

In the listings of courses of instruction for all programs, each course number consists of a capital letter followed by four digits and the term designation.

The *capital letter* indicates the University faculty or division offering the course, for example:

M Faculty of Medicine

The *first digit* indicates the level of the course, as follows:

- 1 Undergraduate course, introductory
- 2 Undergraduate course, intermediate
- 3 Undergraduate course, advanced
- 4 Graduate lecture course, open to qualified undergraduates
- 6 Graduate lecture course, open only to master's degree candidates
- 8 Graduate field work, clinical practice, and case seminars, open only to master's degree candidates

Two consecutive numbers that are joined with a hyphen indicate a course that runs through both terms (e.g., *Nursing M2001x-M2002y*). The first half is prerequisite to the second half unless the course description says otherwise.

## Term Designations: x, y, and z

An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; and a z indicates the summer term.

## Points of Course Credit

The number of points of credit that a course carries *each term* is given in *italics* in the left margin of the course description.

## COURSE DESCRIPTIONS

The University reserves the right to withdraw or modify courses of instruction or to change instructors or class times as may be necessary. Course descriptions are in numerical order.

### Nursing M1001

#### Foundations of nursing practice

*4 pts.* Provides the student with the opportunity to develop cognitive and psychomotor skills needed to determine parameters of health in individuals of different ages and populations. The individual person is introduced as part of the larger social system of the family and community. Emphasis is on the assessment process and the application of nursing intervention to assist clients in the maintenance and promotion of health and the prevention of disease. A precepted clinical experience is included.

### Nursing M2020

#### Physical assessment

*2 pts.* An introduction to the tools and skills required to perform an organized physical assessment of an adult and to record findings in a systematic manner.

### Nursing M2401

#### Nursing care of the childbearing/childrearing families

*6 pts.* Prerequisites: *Nursing M1001, Nursing M4108, Nursing M4220*. Focuses on the care of families during the childbearing/childrearing years including primary prevention, the acute phase of illness, and rehabilitation. The processes of normal pregnancy, high-risk pregnancy, and the care of healthy and ill infants and children through adolescence are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. A precepted clinical experience is included.

### Nursing M2501

#### Psychiatric mental health nursing

*5 pts.* Prerequisite: *Nursing M1001*. Focuses on the psychopathology and nursing interventions of major mental health problems across age groups. A precepted clinical experience is included.

**Nursing M2701****Nursing care of adults in health and illness**

*6 pts.* Prerequisites: *Nursing M1001, Nursing M4108, Nursing M6220.* Provide the student with a sound foundation in the nursing care of the adult. The nursing process serves as the framework for an intensive study of the major biophysical health problems affecting the adult population. A precepted clinical experience is included.

**Nursing M3004****Issues in professional nursing**

*3 pts.* Prerequisites: *Nursing M1001, Nursing M2501, Nursing M2701, Nursing M2401.* Facilitate transition from the student role to that of a beginning professional practitioner. Emphasis on the history, issues, and trends of the profession, and their interrelatedness with sociocultural forces affecting the quality and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.

**Nursing M3054****Nursing management and informatics**

*3 pts.* Prerequisites: *Nursing M1001, Nursing M2401, Nursing M2501, Nursing M2701.* Provides theoretical knowledge and skills to understand organizations, identify leadership behaviors, and utilize problem solving in reaching nursing management decisions. Focuses on interrelating theories of management and leadership with nursing informatics and computer literacy.

**Nursing M3201 & M3905****Community health nursing, I & II**

*2-3 pts. each.* Prerequisites: *Nursing M1001, Nursing M2401, Nursing M2701.* Focuses on prevention, health maintenance, and rehabilitation in community settings. The sociocultural and economic influences on health care delivery are emphasized. Students have experience with different age groups in a variety of clinical settings and complete an assessment of the community assigned. A precepted clinical experience is included.

**Nursing M3906****Clinical leadership**

*7 pts.* Prerequisites: *Nursing M1001, Nursing M2401, Nursing M2501, Nursing 2701.* Provides the student the opportunity to synthesize the skills and knowledge necessary to function as a beginning professional nurse in acute care and community settings.

**Nursing M4002****Ethics in clinical practice**

*3 pts.* Provides the practitioner with a philosophical base to use in clinical decision-making situations; and familiarize the student with current ethical issues in clinical practice.

**Nursing M4020****Perspectives on living with dying**

*3 pts.* Provides an analysis and study of physical, psychosocial, cultural, and socioeconomic parameters that impact on human dying in today's society. Selected readings, research studies, lecture/presentations, and student concurrent nursing practice provide content and direction for examination of theoretical and clinical issues underlying choices and decisions in nursing practice with the dying and the bereaved.

**Nursing M4099****Independent study**

*1-4 pts.* Provides an opportunity for students to engage in independent study in an area of interest. A mentor is assigned.

**Nursing M4100****Nursing implications in drug therapy (pharmacology)**

*2-3 pts.* Provides a basis in pharmacology. Through readings, case studies, seminar attendance, and computer-assisted instruction, students will enhance their ability to perform in clinical situations that require the combined resources of pharmacology and nursing management.

**Nursing M4108****Anatomy and physiology**

*4 pts.* A survey of the anatomy and physiology, or structure and function, of the human body.

**Nursing M4220****Health promotion through the life cycle**

*4 pts.* The health practitioner's role in the promotion of health and prevention of disease. Nutrition, health education, and other health promotion strategies are examined at various stages throughout the human life cycle. The role of government and other agencies in enhancing a healthy lifestyle.

**Nursing M4440****Advanced clinical assessment**

*3 pts.* This course has three components: Advanced physical assessment, clinical lectures related to clinical practice and knowledge, and clinical practice in history and physical taking.

**Nursing M4700****Personal computing**

3 pts. Provides an introduction to Word-Perfect and Lotus 1-2-3. Intended for the student with little knowledge of computers.

**Nursing M4710****Applications of biostatistics in health services**

3 pts. Statistical concepts (e.g., central tendency; hypothesis testing), the most common descriptive statistics (e.g., chi square; analysis of variance), and the interpretation of health care studies. Periodic assignments to be performed in the micro-computer lab. Problems sets for homework.

**Nursing M4850****Women's health issues**

3 pts. Gynecological health care and society's impact on women's health. Current practice and controversial issues in relation to psychophysical, socioeconomic, and reproductive concerns of women which affect their health care. The role of the nurse as patient advocate, and women as proactive consumers of health care will be stressed.

**Nursing M4870****Human sexuality**

3 pts. Prerequisite: Nursing M4108. An introduction to human sexuality in health and illness for all age groups and sexual orientation. Emphasis is placed on obtaining sexual histories, sexual counseling, and clarification of individual values and attitudes toward sexuality.

**Nursing M4880****Comparative geriatrics**

3 pts. An international perspective on the issues, trends, and challenges in elder care.

**Nursing M4890****AIDS: Challenges and issues**

3 pts. Contemporary issues and challenges of providing care to individuals with HIV infection and AIDS. Physiological, behavioral, emotional, and societal responses to AIDS. Implications for nursing research.

**Nursing M6020****Research, I**

3 pts. Basic research concepts including design and methods. Throughout the course, the logic, principles, and procedures

of research will be interpreted from nursing and behavioral science perspectives. Ethical and legal issues will also be considered.

**Nursing M6030****Research, II**

2 pts. Prerequisites: *Nursing M6020, Nursing M6041*. Provides the opportunity to apply basic research concepts, designs, and methods to a specific nursing research problem.

**Nursing M6041****Theoretical basis of nursing practice**

3 pts. Facilitates the analysis and synthesis of relevant theories as bases for implementation of nursing practice and research. The nature of the theories, models, concepts, and the science of nursing are examined within the framework of person, environment, health, and nursing.

**Nursing M6099****Independent study (graduate)**

1-6 pts. Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect the role of the clinical specialist or nurse practitioner, and the student's specific interest. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

**Nursing M6100****Advanced physiology**

3 pts. Human physiology on the molecular, cellular, organ, and systemic levels. Lectures and assigned readings.

**Nursing M6110****Pharmacology of anesthetics**

3 pts. A comprehensive study of the pharmacokinetics and pharmacodynamics of drugs commonly used in anesthesia practice. In case studies and discussions, the complexity of their application is emphasized.

**Nursing M6111****Pharmacology of accessory drugs**

3 pts. Prerequisites: *Nursing M6110*. Pharmacokinetics and pharmacodynamics of drugs commonly used in the therapeutic process of common pathophysiological states. Emphasis is placed on drug interaction during the perioperative period.

**Nursing M6115****An introduction to alcohol and substance abuse**

3 pts. A theoretical framework for the disease concept of alcoholism and substance abuse. Clinical assessment, treatment, and the twelve-step philosophy of recovery. Issues relevant to specific populations and life styles.

**Nursing M6121****Pathophysiology of the adult**

2 pts. Prerequisite: *Nursing M6100*. The pathogenesis of common conditions affecting adults is presented and serves as a basis for clinical management.

**Nursing M6122****Pathophysiology of the child**

3 pts. Prerequisite: *Nursing M6100*. The pathogenesis of common conditions affecting children is presented and serves as a basis for clinical management. Relevant pharmacology is presented for each of the disease entities.

**Nursing M6150****Maternal, fetal, and newborn physiology**

1 pt. Co-prerequisite: *Nursing M6100*. The physiological principles of pregnancy (as compared with the non-pregnant state), fetal development, fetal-newborn and maternal adaptations during parturition and the immediate post-natal period. The physiological basis of various disease entities complicating pregnancy and the neonatal period.

**Nursing M6200****Trauma and emergency nursing**

3 pts. Prerequisite: *Nursing M6100*. Provides an in-depth analysis of the role of the advanced practitioner in trauma and emergency nursing. Emphasis is placed on the independent, rapid judgments and nursing management necessary in emergency departments.

**Nursing M6465****Neonatology**

3 pts. Prerequisites: *Nursing M8474*, *Nursing M8472*, *Nursing M8473*, *Nursing M6466*. Seminar discussion of common newborn variations and problems. Interdisciplinary approach using expertise of physicians, nurse-midwives, and perinatal nurses in care of sick newborn.

**Nursing M6466****Nursing management of high risk pregnancies**

3 pts. Prerequisites: *Nursing M8474*; may be taken concurrently with *Nursing M8472* or *Nursing M8473*. A self-learning module guides students in the attainment of specific course sub-objectives leading to attainment of the objectives. Lectures and seminars are provided by medical and nurse-midwifery experts in various objective areas. Students are required to prepare content areas defined in the module using readings and selected audiovisual aids and to prepare case material from current nurse-midwifery practice. Class discussion centers around these three resource areas to provide students with opportunities for clarification and synthesis of theoretical concepts. Individual conferences with faculty are possible for students needing further assistance in clarifying theory or practice. Laboratory demonstration of breech delivery technique is supervised by the nurse-midwifery faculty.

**Nursing M6530****Theories of psychosocial development**

3 pts. Concepts of ego psychology and maturational sequence from infancy through adolescence. Special emphasis on concepts of attachment behavior, trauma, anxiety, and identity formation in normal development. Seminar discussion.

**Nursing M6550****Applications of family interventions**

2 pts. Prerequisite: *Nursing M6840*. For family nurse practitioner students wishing to develop their clinical skills in working with families. Family assessment techniques and supportive interventions. The dynamics of family communication patterns. Students review family case material and communication patterns with the instructor.

**Nursing M6555****Structural family theory**

2 pts. Concepts from structural family theory are analyzed in a seminar format through group discussion and the critical review of video tapes.

**Nursing M6584****Psychobiology of behavior**

3 pts. Recent developments in the neurochemistry and psychopharmacologic treatment of schizophrenia, bipolar disorder, other depressions, and anxiety. A combined



lecture and small group seminar with slides, films, and tapes utilized whenever possible to present information and stimulate discussion.

### **Nursing M6590**

#### **Restoration of health to individuals and families**

*3 pts.* Prerequisite: *Nursing M6041*. Concepts, principles, and practice of rehabilitation nursing within the varied, individual needs of individuals and family in the rehabilitation process following physical injury and/or disabling conditions.

### **Nursing M6594**

#### **Psychopathology**

*2 pts.* Prerequisites: *Nursing M6530*.

Through weekly reading assignments and discussion, the student is introduced to expectable and extreme manifestations of psychological stress reactions, with focus on sensory deprivation, grief, loneliness, panic, delusions, hallucinations, and suicidal behaviors.

### **Nursing M6597**

#### **Assessment and evaluation in psychiatric mental health nursing**

*3 pts.* An introduction to the symptoms, behavioral manifestations, and classification of psychopathology as compared to normative behavior during the lifespan. Special emphasis is placed upon the ability of the student to interview, classify, and systematize observations. The students use various assessment tools and guides with individuals of different ages.

### **Nursing M6610**

#### **Physical and psychological assessment of the child**

*3 pts.* Designed to prepare the student to take a complete health and development history of a normal child, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented method.

### **Nursing M6620**

#### **Pediatric primary care nursing, I**

*3 pts.* Prerequisite: *Nursing M6610*.

Designed to prepare the student to provide primary care to infants, toddlers, and preschoolers. Focuses on the promotion of health and the prevention of illness so that children may meet their optimal physical,

intellectual, and emotional growth and development. The clinical experience involves well-child care in the PNP Continuity Clinic.

### **Nursing M6630**

#### **Pediatric primary care nursing, II**

*3 pts.* Prerequisites: *Nursing M6620*, *Nursing M6610*. Focuses on the delivery of primary health care to children and adolescents. The School is the main clinical setting. In this natural environment, students assess health status, teach individuals and groups of children, and work with teachers and parents. Students study the common problems of children and adolescents, and utilize knowledge of growth and development in developing age appropriate teaching plans. In all areas of practice, children and their parents are helped to assume an active role as health consumers. Students continue to provide primary care to their caseload of well children in the PNP Continuity Clinic.

### **Nursing M6632**

#### **Clinical practicum: pediatric primary care nursing, II**

*4 pts.* Prerequisites: *Nursing M6620*, *Nursing M6610*. Students assess the health status of children and adolescents. The school is the main clinical setting.

### **Nursing M6641**

#### **Perinatal nursing, I**

*3 pts.* Co-prerequisites: *Nursing M6100*, *Nursing M6150*. The role of the perinatal clinical nurse specialist in the management of the pregnant woman and her fetus. The dynamics of pregnancy from both biophysical and psychosocial perspectives. After examining the management of patients and families who are experiencing low-risk pregnancies, most of the term focuses on the management of high-risk pregnancies. Emphasis is placed on the collection of an expanded data base through observation, history taking, gathering of laboratory and diagnostic data, and evaluation of research. Developing interdisciplinary collaborative plans of care for pregnant families with prioritization of nursing interventions is highlighted.

### **Nursing M6642**

#### **Clinical practicum in perinatal nursing, I**

*3 pts.* Co-prerequisite: *Nursing M6641*. For perinatal clinical specialist students. The

interdisciplinary management of patients and families who are experiencing low-risk pregnancies as well as those whose pregnancies are high-risk. Developing, implementing, and evaluating interdisciplinary plans of care for such families is the major focus of the course. The student builds a caseload of families in in-patient and out-patient facilities.

### **Nursing M6651**

#### **Perinatal nursing, II: clinical practicum**

*3 pts.* Prerequisites: *Nursing M6150, Nursing M6666, Nursing M8560, Nursing M6641, Nursing M6642.* The childbearing family is viewed as a part of the total system which includes the community, the environment, and the health care system. The student learns to utilize community resources and supports in planning care and in facilitating health promotion and high-level wellness in their needs and developmental tasks of the expectant woman and her family. The student is directed to focus on the developmental stage of the patient as the present or potential risk for deviation from wellness.

### **Nursing M6644**

#### **Perinatal nursing, II**

*3 pts.* Prerequisites: *Nursing M6641, Nursing M6642.* A practicum for the perinatal clinical specialist students. The interdisciplinary management of the neonate and his/her family. The student establishes and manages care for a caseload of neonates/families in in-patient, out-patient and community facilities. The caseload includes the well neonate, as well as the acutely and chronically ill neonate. Developing interdisciplinary plans of care for such neonates is the major focus of the course.

### **Nursing M8646**

#### **Advanced seminar and practicum in neonatal/perinatal nursing**

*6 pts.* Prerequisites: *Nursing M6644, Nursing M6651.* The dynamics of high-risk pregnancy and care of the high-risk neonate from both physical and psychosocial perspectives. The assessment of the physical and psychosocial needs of patients and families who are experiencing selected complications of pregnancy. Developing and implementing an interdisciplinary plan of care for such families is the major focus of the course. Concurrently students engage in selected activities which assist in the development of skills appropriate to the perinatal clinical specialist.

### **Nursing M8650**

#### **Individualized study in neonatal/perinatal nursing**

*1-8 pts.* Prerequisites: *Nursing M6644, M6651.* The high-risk neonate from both physical and psychosocial perspectives. The assessment of the physical and psychosocial needs of neonates and families who are experiencing selected problems. Developing and implementing a specialized interdisciplinary plan of care for such families in the acute and chronic phases of their problems is a main focus of the course. In addition, follow-up care and long-term needs of these neonates and families is stressed. Concurrently, students engage in selected activities which will assist in the development of skills appropriate to the perinatal clinical specialist.

### **Nursing M6666**

#### **Maternal and infant nutrition**

*2 pts.* Focuses on the requirements for adequate and maximal nutrient intake during the childbearing years: pre/interconceptual, pregnancy, and lactation for women and newborn/neonate/infant requirements. Physiology of pregnancy and the influence of nutritional status, dietary management of common complications of pregnancy, cultural variations, and practical skills are stressed.

### **Nursing M6720**

#### **Introduction to primary care practice of the adult**

*3-4 pts.* Prerequisite: *A course in physical assessment of the adult.* In a systematic approach to the delivery of primary health care, this course considers those aspects relating to health maintenance and prevention of illness. Theory and concurrent nursing practice is focused on primary health care of the well adult.

### **Nursing M6730**

#### **Diagnosis and management of common health problems**

*3 pts.* Prerequisites: *Nursing M6720 and Nursing M6120; Nursing M8772* may be taken concurrently. Utilizing a systems approach, frequently occurring episodic and chronic health problems manifest in adult primary care are studied. Systems selected for study include: respiratory, cardiovascular, skin, and hematopoietic; also included are infections of respiratory, G.I., and G.U. systems.

**Nursing M6740****Oncology nursing theory, I**

3 pts. An introduction to primary and secondary cancer prevention through its focus on cancer etiology and prevention, the expanded role of the nurse in preventive health care, and concepts related to preventive health care from the fields of sociology, psychology, education, economics, research, and management.

**Nursing M6745****Oncology nursing practice, I—cancer prevention and detection**

1 pt. Practice of primary and secondary cancer prevention with designated client populations in community and/or occupational health settings.

**Nursing M6750****Nursing seminar in geriatrics**

2 pts. Frequently occurring episodic and chronic health problems found within the geriatric populations. This didactic content compliments the management courses in the Adult Nurse Practitioner track which are *Nursing M6730—Diagnosis and management of common health problems* and *Nursing M8770* and *Nursing M8776—Diagnosis and management of illness, I and II*. Systems selected for study include the respiratory, cardiovascular, gastrointestinal, genitourinary, reproductive, musculoskeletal, and endocrine. The theoretical material relates to the clinical application in the care of the geriatric client.

**Nursing M6751****Nursing seminar in geriatrics, II**

1 pt. Utilizing a systems approach, frequently occurring episodic and chronic health problems within the geriatric population are studied. Systems selected for study include gastrointestinal, genitourinary, reproductive, musculoskeletal, and endocrine. This theoretical material deals with the gerontological application within each of these systems.

**Nursing M6770****Introduction to primary care practice of the elderly**

3 pts. Theory and concurrent nursing practice of the geriatric nurse practitioner is focused on the primary health care of the essentially well older adult. Emphasis is placed on health maintenance and prevention of illness within the framework of the normal aging process.

**Nursing M6830****Assessment and evaluation in critical care**

3 pts. Prerequisite: *Nursing M6020*. A systematic research and theory based introduction to the concepts underlying critical care nursing. Emphasis is placed on the nurse's role in assessing and evaluating human responses to actual or potential threat in the hospital environment. An examination of the nature and substance of advanced practice in critical care from a conceptual perspective across age groups and physical condition. Selected phenomena are viewed as clinical problems with the potential to cause multiple and complex interactions.

**Nursing M6840****Primary care concepts**

3-4 pts. Includes both theory and clinical components. In a systematic approach to the delivery of primary health care, class work focuses on concepts relating to health maintenance and prevention of illness. Theory and concurrent nursing practice is focused on primary health care of well children and adults. The concurrent laboratory experiences focus on content and skills necessary to perform a pelvic examination. The concurrent clinical experience is focused on preparing the student to perform a complete health history of the individual, perform a systematic physical examination, recognized individual physical health and developmental problems and family unit health problems, and record findings using the problem-oriented method.

**Nursing M6862****Assessment, evaluation and management of the perioperative patient**

3 pts. Prerequisites: *Nursing M6100*, *Nursing M6120*. History and physical examination techniques aimed at identifying pathology and its effect on the anesthetic process rather than diagnose disease entities. Students learn to evaluate the information obtained in their physical and psychological assessment and synthesize that knowledge into the development of individualized anesthesia care management plans for the management of a variety of pathophysiologic states. Emphasis is on management of patients with altered cardiovascular, pulmonary and neural-renal status.

**Nursing M6870****Basic principles of nurse anesthesia practice**

3 pts. Prerequisite: *Nursing M6100*. The various methods and techniques of anesthesia administration, with emphasis on physiological basis for practice. Function and maintenance of various kinds of equipment, as well as the psychomotor skills specific to the practice are stressed.

**Nursing M6871****Advanced principles of anesthesia practice**

3 pts. Prerequisite: *Nursing M6870*.

Advanced approach to anesthesia principles applied to specific surgical procedures, both elective and emergent utilizing the systems approach. The physiological sequela of surgical procedures and their impact on homeostatic mechanisms of the patient are stressed. Neurological, cardiothoracic, and obstetrical procedures, as well as pediatric and geriatric considerations are included. Seminar format facilitates integration of knowledge.

**Nursing M6880****Oncology nursing theory, II**

3 pts. Prerequisite: *Nursing M6740*. A systematic overview of oncology nursing utilizing various theoretical approaches. The physiology of cancer, cancer treatment modalities, nursing diagnoses, and therapeutic management applicable to oncology. How these concepts interface with the role of the clinical specialist.

**Nursing M6885****Oncology nursing practice, II**

3 pts. Co-prerequisite: *Nursing M6880*. This clinical course applies *Nursing M6880-Oncology nursing theory, II* to a specifically designated oncology population receiving care in an oncology unit or division of a major medical center. The practice component also offers the opportunity for the role of oncology clinical specialist to be implemented.

**Nursing M8330****The consultation/liaison process in advanced nursing practice**

3 pts. Prerequisite: *Nursing M8521*. An introduction to the consultation/liaison process and its application in a variety of health care and community settings. For the clinical nurse specialist in the above-mentioned settings.

**Nursing M8350****Families under stress**

3 pts. Prerequisite: *Nursing M6550*. Focuses on the following theoretical material: stress and stress theory, defense mechanisms used by children, families, professionals, and self to cope with such situational crises as hospitalization, acute illness or injury, chronic illness, dying and death, and other types of loss. Readings, relevant research findings, films, videotapes, and discussion.

**Nursing M8352****Strategies for working with individuals and families under stress**

2 pts. Prerequisite: *M8350*. Focuses on the clinical applications of stress theory; defense mechanisms (of children, families, professionals and self) and responses to situational crises; hospitalization, acute illness or injury, chronic illness, dying and death, and other types of loss. Students review case material relevant to their clinical settings and learn interventions for families in crisis.

**Nursing M8412****Practicum in rehabilitation nursing**

3 pts. Prerequisite: *Nursing M6100*. Focuses on the clinical application of the rehabilitation process following physical injury or other debilitating conditions.

**Nursing M8470****Restoration of health to populations and groups**

3 pts. Prerequisite: *Nursing M6590*. Concepts, principles, and practice in rehabilitation nursing to populations and groups.

**Nursing M8472****Normal antepartum**

4 pts. Prerequisites: *Nursing M6100*, *Nursing 6150*, *Nursing M6666*. Designated nurse-midwifery faculty assist in the clinical supervision of the students. The physiological, social, and emotional components of antepartum care. Embryology and fetology, genetics, communication theory, principles of preparation of families for childbearing, and community aspects of maternal, newborn, and family health services. Practice includes nurse-midwifery management of the care of the normal antepartum woman.

**Nursing M8473****Intrapartum normal/early postpartum/newborn**

6 pts. Prerequisites: *Nursing M6666*, *Nursing M6150*, *Nursing M6100*. An introduction

to the clinical care of pregnant women in the intrapartal and early postpartal experience.

#### **Nursing M8474**

##### **Well-woman gynecology**

3 pts. The well-woman gynecology module is designed to concentrate on the physical, emotional, and educational needs of the essentially healthy woman. It covers a variety of topics including: health maintenance, gynecology screening, family planning, sexuality and sexual dysfunction, and the late postpartum period.

#### **Nursing M8475**

##### **Clinical practicum in nurse-midwifery**

5 pts. Prerequisites: *Nursing M8472, Nursing M8473, Nursing 8474, Nursing M6466, Nursing M6465*. The nurse-midwifery intensive clinical experience in all areas of nurse-midwifery practice. Direct student teaching is provided by nurse-midwifery preceptors affiliated with the program.

#### **Nursing M8490**

##### **Clinical practice and supervision with individuals**

2 pts. Prerequisite: *Nursing M6594*. Each student works with one individual assigned according to the student's needs for a learning experience. Students arrange for clinical contact with the assigned patient. Clinical contact must be at least weekly and more often if required. The student is responsible for assessing and working with the physical, psychological, and social aspects of the care requiring professional skills for intervention.

#### **Nursing M8495**

##### **Clinical preceptorship in nurse-midwifery**

2-6 pts. Prerequisites: *Nursing M8474, Nursing M8472, Nursing M8473, Nursing M8475, Nursing M6465, Nursing M6666, Nursing M6466*. Selection of area of advanced nurse-midwifery practice. Work in collaboration with faculty preceptor and staff nurse-midwives in a variety of nurse-midwifery services.

#### **Nursing M8521**

##### **Advanced professional role development**

3 pts. Prerequisites: *Nursing M6041, Nursing M6020*. An analysis and synthesis of the components of the clinical nurse specialist role as a basis for implementation and evaluation in practice.

#### **Nursing M8550**

##### **Practicum in family primary care, III**

3 pts. Prerequisites: *Nursing M8770, Nursing M8670, Nursing 8660*. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

#### **Nursing M8560**

##### **Family development and theories of family therapy**

3 pts. Prerequisite: *Nursing M6020*. An introduction to family theory and therapy. Concepts of the family as a system and theoretical models upon which to base clinical practice. Seminars, group discussions, and clinical observations of family systems.

#### **Nursing M8562**

##### **Practice of family therapy**

2 pts. Prerequisites: *Nursing M8560, Nursing 8590, Nursing 8591*. This clinical practice course is designed for students to develop clinical skills in family therapy based on a variety of theoretical models. Consists of clinical practice and supervision.

#### **Nursing M8588**

##### **Theory of group psychotherapy**

2 pts. Prerequisites: *Nursing M6530, Nursing M6594*. The key concepts of the dynamics and development of psychotherapy groups. The theoretical issues inherent in group practice and their relationship to psychiatric nursing theory and practice.

#### **Nursing M8590-M8591**

##### **Theory and practice of individual psychotherapy**

2 pts. Prerequisite: *Nursing M6597, Nursing M6530*. Each student works with one individual assigned according to the student's needs for a learning experience. Students arrange for clinical contact with the assigned client. Clinical contact must be at least weekly and more often if required. The student is responsible for differentiating between the biophysical, psychosocial, cognitive, and spiritual dimensions of the client. Based upon this assessment the student plans appropriate interventions.

#### **Nursing M8592**

##### **Practice of group psychotherapy**

2 pts. Prerequisites: *Nursing M6530, Nursing M8588*. The student participates as a leader or co-leader in a psychotherapeutic group.

Clinical supervision is focused on group dynamics and development.

**Nursing M8594****Advanced practice in psychiatric mental health nursing, I**

*3 pts.* Prerequisites: *Nursing M8590/M8591, Nursing M8592.* The first of two consecutive practicums. Strengthens the student's clinical practice in a variety of settings (community mental health, or liaison). The clinical experience includes direct client contact and personal interaction. The student develops a knowledge base and skills germane to the role of the psychiatric clinical nurse specialist. Details of the practicum are coordinated with the agency and faculty, with consideration of course objectives, agency objectives, and student career goals.

**Nursing M8595****Advanced practice in psychiatric mental health nursing, II**

*3 pts.* Prerequisite: *Nursing M8594.* The second of two consecutive practicums. Advances the student's clinical practice with clients in a variety of settings. The clinical experience includes provision and supervision of nursing care for clients and professional involvement within the agency. The student evaluates the roles of the psychiatric clinical nurse specialist. Details of the practicum are coordinated with the student, agency, and faculty based upon course objectives, clinical objectives, and student career goals.

**Nursing M8620****Clinical practice with children and families under stress**

*2 pts.* Prerequisites: *Nursing M8350, Nursing 6530.* A clinical course designed to help the learner develop knowledge and skill essential to the clinical nurse specialist working with children and families under stress. Using a developmental, general systems theory framework, the learner assesses the experience of children and families under stress; identifies coping patterns; makes recommendations regarding appropriate therapeutic interventions; begins planned intervention. In addition, the learner develops liaison/consultation psychiatric nursing skills within the clinical setting.

**Nursing M8625****Practicum in family primary care, I**

*3 pts.* Prerequisite: *Nursing M6840.* Students develop beginning skills in assessing the

health status of individuals of all ages in selected clinical settings, and recognize and manage common episodic and long-term health problems in the pediatric and adult population.

**Nursing M8650****Independent study: parent-child nursing**

*1-6 pts.* Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect the role of the clinical specialist or nurse practitioner, and the student's specific interest. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

**Nursing M8660****Practicum in family primary care, II**

*3 pts.* Prerequisite: *Nursing M8625.* Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

**Nursing M8670****Pediatric primary care nursing, III**

*3 pts.* Prerequisites: *Nursing M6610, Nursing M6620, Nursing M6630, Nursing M6632, Nursing M6122.* This required course in the PNP major introduces the advanced student to the provision of health care to children with common episodic illnesses. Lectures and seminars focus on the diagnosis and management of common health problems in the pediatric population.

**Nursing M8674****Pediatric primary care nursing, III: clinical practicum**

*3 pts.* Prerequisites: *Nursing M6610, Nursing M6620, Nursing M6630, Nursing M6632.* This practicum focuses on the delivery of episodic illness care to children and adolescents. The Pediatric Acute Care Unit is the main clinical setting. Here the student learns how to assess children with common episodic illnesses, to develop and discuss differential diagnosis, to manage the care of children with minor illnesses, and to work with other health professionals collaboratively. Students utilize their knowledge of common child and adolescent illnesses and the information presented in M6630 and M8670 to assess and develop plans of care for all children and adolescents.

**Nursing M8695****Independent study-pediatrics**

*1-6 pts.* Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect the role of the clinical specialist or nurse practitioner, and the student's specific interest. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

**Nursing M8770****Diagnosis and management of illness in adults, I**

*3 pts.* Prerequisite: *Nursing M6730*. Utilizing a systems approach, the diagnosis and management of health problems encountered in primary care of adults are studied. Systems selected for study include genitourinary, gastrointestinal, endocrine, and musculoskeletal. The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners.

**Nursing M8771****Diagnosis and management of illness in adults, II**

*3 pts.* Prerequisites: *Nursing M6730, Nursing M8770*. Utilizing a systems approach, the diagnosis and management of health problems encountered in primary adult care are studied. Systems selected for study include female reproductive, central nervous, and immune system.

**Nursing M8772****Practicum in adult primary care, I**

*3 pts.* Prerequisite: *Nursing M6100*. A clinical field experience in which students acquire initial skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.

**Nursing M8773****Practicum in adult primary care, II**

*1-3 pts.* Prerequisites: *Nursing M8871, Nursing 8872*. A clinical field experience in which students strengthen skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical settings are under faculty supervision.

**Nursing M8776****Advanced practicum in primary care**

*1-3 pts.* Prerequisites: *Nursing M8771, Nursing M8872, Nursing M8873*. A clinical field experience in which students refine skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical setting are to function more independently under preceptor supervision.

**Nursing M8780****Individualized study in gerontology**

*2-8 pts.* Prerequisites: *Nursing M8772, Nursing M8773*. Selection of a specific area of interest within the gerontology specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration.

**Nursing M8790****Independent study—adult primary care**

*1-6 pts.* Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect the role of the clinical specialist or nurse practitioner, and the student's specific interest. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

**Nursing M8830****Critical care nursing**

*3 pts.* Prerequisites: *Nursing M6830, Nursing M6100*. Expands the theory and research base begun in *Nursing M6830* and integrates those concepts into the care of persons hospitalized with critical problems. Emphasis is on consultation and utilization of research findings in diverse settings.

**Nursing M8831****Advanced critical care nursing**

*3 pts.* Prerequisites: *Nursing M8830, Nursing M8832, Nursing M8833*. A theoretical and empirical analysis of the current trends and techniques in critical care nursing practice. Emphasis is on the educator-manager role of the clinical nurse specialist in diverse settings.

**Nursing M8832****Practicum in critical care nursing**

*3 pts.* Prerequisites: *Nursing M6830*. Given concurrently with *M8830—Critical care nursing*, and is limited to acute care nursing

majors. The nursing process and roles of the acute care practitioner are applied in the care of adults hospitalized with medical-surgical problems. Emphasis is placed on dealing with complex situations, involving patients and their families, collaboration with other health team members, and post-discharge care.

### **Nursing M8833**

#### **Practicum in advanced critical care nursing**

3 pts. Prerequisites: *Nursing M8830, Nursing M8832*. The application for Nursing M8831. Emphasis is on the educator-manager role of the clinical nurse specialist in diverse critical care settings. Students may select an area of clinical interest.

### **Nursing M8845**

#### **Cancer in childhood**

3 pts. Current theories of cancer in childhood incorporating the biology of cancer, diagnostic and treatment modalities, and disease entities specific to children. Clinical emergencies seen in the treatment of childhood cancer, as well as the frequently occurring side effects of therapy. In addition to key ethical and long-term survival issues, the course also presents nursing diagnoses, management concerns, and implications for the pediatric oncology clinical specialist.

### **Nursing M8850**

#### **Practicum in family primary care, III**

3 pts. Prerequisites: *Nursing M8625, Nursing M8660*. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

### **Nursing M8870**

#### **Clinical practicum in nurse anesthesia, I**

6 pts. Prerequisites: *Nursing M6862, Nursing M6870*. Clinical experiences in which students integrate theory within the clinical setting. Students move along a continuum from healthy adults to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the implementation and evaluation of a plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision-making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings

include operating rooms, emergency rooms, and diagnostic suites. Certified registered nurse anesthetist faculty members act as facilitators of learning. Clinical conferences and professional meetings help to reinforce and enhance learning.

### **Nursing M8871**

#### **Clinical practicum in nurse anesthesia, II**

6 pts. Prerequisite: Student must have completed *M8871-Clinical Practicum, I* with a passing grade of B. A precepted clinical experience in nurse anesthesia practice in a variety of cases.

### **Nursing M8875**

#### **Independent study-perioperative critical care**

1-6 pts. Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect the role of the clinical specialist or nurse practitioner, and the student's specific interest. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

### **Nursing M8880**

#### **Individualized study in critical care**

4 pts. Prerequisites: *Nursing M8832, Nursing M8833*. Intensive study and clinical experience in an area of concentration selected by the student with the guidance of a preceptor and formalization of the role of the acute care specialist in that area. Specialization can be selected by clinical problems, e.g., cardiovascular, oncology and/or by age groups, e.g., toddlers, adolescents, young adults, elderly adults. Proposed work must be outlined prior to registration. A project report is required.

### **Nursing M8882**

#### **Oncology nursing theory, III**

3 pts. Prerequisites: *Nursing M6740, Nursing 6745, Nursing M6880, Nursing M6885*. A systematic overview of oncology nursing utilizing various theoretical approaches. The medical and nursing management of specific cancers. Provides a framework of practice to assist the clinical nurse specialist in diagnosing, assessing, treating, and evaluating potential and actual patient/family problems related to these specific cancers and their treatment.



**Nursing M8883****Oncology nursing practice, III**

*3 pts.* Prerequisites: *Nursing M6740, Nursing M6745, Nursing M6880, Nursing M6885.*

In this clinical course, the *Nursing M8882—Oncology Nursing Theory, III* is applied to a specifically designed oncology population receiving care in an oncology unit or division of a major medical center. The practice component also offers the opportunity for the educator/consultant role of clinical nurse specialist to be implemented.

**Nursing M8886****Independent study—oncology**

*1-6 pts.* Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect the role of the clinical specialist or nurse practitioner, and the student's specific interest. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

**Nursing M8890****Independent study—nurse anesthesia**

*1-6 pts.* Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect the role of the clinical specialist or nurse practitioner, and the student's specific interest. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.

**Nursing M8900-M8901****Anesthesia residency, I and II**

*1 pt.* Prerequisites: *Nursing M8870, Nursing M8871.* Clinical focus is on the delivery of

anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in journal club, clinical care reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience in surgery and anesthesia includes obstetrics, neurosurgery, cardio-thoracic surgery, pediatrics, post-anesthesia care, and critical care units. Certified registered nurse anesthetist faculty members and preceptors act as guides.

**Nursing M****Curriculum-teaching in advanced nursing practice**

*3 pts.* Focus on concepts of teaching and learning as related to development of effective teaching strategies for clients and families. Also discusses components of continuing education/staff development.

**Nursing M****Health policy and management in advanced nursing practice**

*3 pts.* Focus on financial and health care regulatory trends affects advanced nursing practice.



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# Administration and Instructional Affairs

## UNIVERSITY ADMINISTRATION

**Michael I. Sovern**  
LL.B., LL.D.  
*President of the University*

**Jonathan R. Cole**  
Ph.D.  
*Provost of the University*

**Herbert Pardes**  
M.D.  
*Vice President for Health  
Sciences and Dean of the  
Faculty of Medicine*

**Mary O. Mundinger**  
Dr. P.H.  
*Dean, School of Nursing*

**Sarah Sheets Cook**  
M.Ed.  
*Associate Dean, Academic and  
Clinical Affairs, School of  
Nursing*

**Theresa M. Doddato**  
M.A.  
*Assistant Dean, Student  
Affairs, School of Nursing*

**Geoffrey S. Berg**  
M.B.A.  
*Associate Dean, Finance and  
Administration, School of  
Nursing*

**Anne Griswold Peirce**  
Ph.D.  
*Assistant Dean for  
Undergraduate Studies, School  
of Nursing*

**Susan C. Benedict**  
D.S.N.  
*Assistant Dean for Programs  
Planning, School of Nursing*

**Robin J. Roy**  
M.B.A.  
*Director of Development and  
Alumni Affairs, School of  
Nursing*

## OFFICERS OF INSTRUCTION (C = certified in specialty)

**Carolyn Auerhahn, C**  
*Adult Nurse Practitioner  
Instructor of Clinical Nursing  
Director, Adult Nurse  
Practitioner Program*  
B.S., Pace; M.S., Columbia.  
Certified adult nurse practi-  
tioner. Faculty Practice:  
Adult Nurse Practitioner,  
Columbia-Presbyterian  
Medical Center Emergency  
Department

**Susan C. Benedict,**  
**CRNA**  
*Assistant Professor of Nursing;  
Assistant Dean for  
Program Planning*  
B.S., Villa Maria; M.S.N.,  
D.S.N., Alabama. Research:  
Clinical study in AIDS

**Betty Carrington, CNM**  
*Assistant Professor of Clinical  
Nursing  
Director, Nurse Midwifery  
Program*  
B.S.N., Michigan; M.S.,  
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Estimating fetal weight;  
Cross-cultural study in  
childbearing families

**Sarah Sheets Cook, C**  
*Associate Dean, Academic  
and Clinical Affairs  
Assistant Professor of  
Clinical Nursing*  
B.S.N., Michigan; M.Ed.,  
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Clinical Nurse Specialist,  
Maternal-Child Health  
Joint Practice, OB/GYN  
Stamford, Ct.

**Theresa Doddato, CRNA**  
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Assistant Professor of  
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Director, Nurse Anesthesia  
Program*  
B.S., Marymount College—  
Manhattan; M.A., Colum-  
bia. Certified registered  
nurse anesthetist. Faculty  
Practice: Director of Educa-  
tion, Nurse Anesthesia  
Services

**Catherine Doherty, CNM**  
*Nurse-Midwife  
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B.S., Jersey City State  
College; M.S., Columbia.  
Faculty Practice: nurse  
midwifery service,  
Columbia-Presbyterian  
Medical Center

**Noreen Esposito, C**  
*Perinatal Nurse Practitioner  
Instructor of Clinical Nursing*  
B.S., Regents External  
Degree; M.S., State Univer-  
sity of New York (Stony  
Brook). Faculty Practice:  
Columbia University  
Health Services for  
Women's Health

**Lucia Fabrizio, C**

*Pediatric Nurse Practitioner*  
Associate in Clinical Nursing  
B.S.N., State University of  
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M.S.N., Yale. Certified  
pediatric nurse practitioner.  
Faculty Practice: Adolescent  
Program Coordinator, New  
York Children's Health  
Project

**Mary Ann Feldstein, CS**

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Nursing*  
B.S., Cornell; M.A., New  
York University; Ed.D.,  
Columbia. Research: Family  
therapy and Grieving.  
Faculty Practice: Private  
practice in family therapy

**Donna A. Gaffney, CS**

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Health Program*  
B.S.N., Hunter College;  
M.A., Columbia; M.S.,  
Rutgers; D.N.Sc., Pennsyl-  
vania. F.A.A.N., C.-Psych/  
Mental Health. Research:  
Children's fears; Adolescent  
suicide. Faculty Practice:  
Private practice in child  
psychotherapy

**Richard Garfield**

*Assistant Professor of Nursing  
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B.A., Beacon College;  
M.P.H., Columbia; M.S.,  
Columbia; Dr. P.H.,  
Columbia. Research: Health  
policy/community access  
patterns for health care;  
Epidemiology

**Marianne Glasel, C**

*Director, Oncology Program  
Instructor of Clinical Nursing*  
B.A., Marymount Manhat-  
tan College; M.A., New  
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Practice: Sexuality consul-  
tant in oncology

**Mary Jo Hansell**

*Assistant Professor of Nursing*  
B.S., Humboldt State;  
M.P.H., California (Los  
Angeles); Dr. P.H., Califor-  
nia (Los Angeles). Research:  
Health policy; Prenatal care;  
Effectiveness/outcomes  
of care

**Judy Honig, C**

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Instructor of Clinical Nursing  
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B.S., State University of  
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Seton Hall; M.A., Colum-  
bia. Certified pediatric nurse  
practitioner. Faculty Prac-  
tice: Pediatric Nurse Prac-  
titioner; Head Start Program,  
New York City School  
System

**R. Janet Jacobs-Cohen**

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B.S., Columbia; B.S.,  
Rutgers; M.A., Rutgers;  
Ph.D., Cornell. Post-  
doctoral: College of Physi-  
cians and Surgeons, Colum-  
bia. Research: Basic science:  
Neural crest cell  
development

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B.S., Adelphi; M.S.,  
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Research: Respiratory care  
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B.S.N., Pittsburgh; M.S.,  
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Research: Transcultural  
altruistic behaviors; Border-  
line personalities.  
Faculty Practice: Adult  
Psychotherapy

**Ronnie Lichtman, CNM**

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B.S., St. Paul College;  
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bia. Research: Clinical  
precepting evaluation

**Mary O. Mundinger**

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Professor of Nursing*  
B.S.N., Michigan; M.A.,  
Columbia; Dr. P.H.,  
Columbia. FAAN.  
Research: Health policy;  
Family care of the frail  
elderly; Technology assess-  
ment in home care

**Anne Griswold Peirce**

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B.S., New Hampshire;  
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Chaos vs. error in dynamic  
systems; Clinical precepting

**Lisa Pillon, C**

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B.S., York College (Pennsyl-  
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Faculty Practice: Oncology  
Consultant/Clinical Special-  
ist, St. Luke's-Roosevelt  
Hospital Center

**Margaret Rogers, C**  
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*Instructor of Clinical Nursing*  
 B.A., Cornell; M.S., Pace.  
 Faculty Practice: Family  
 Health Center,  
 Montefiore Hospital

**Pamela Rowe**  
*Instructor of Clinical Nursing*  
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 B.S., Bridgeport;  
 M.S., New Hampshire;  
 M.Ed., Hartford

**Carol Royce, C**  
*Pediatric Nurse Practitioner*  
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 B.A., New York University;  
 M.S., Columbia. Faculty  
 Practice: Pediatric Primary  
 Care, Columbia-Presbyterian  
 Medical Center

**Patricia Ruiz, C**  
*Pediatric Nurse Practitioner*  
*Instructor, Clinical Nursing*  
 B.S., Fairfield; M.S.,  
 Columbia. Certified pedi-  
 atric nurse practitioner. Fac-  
 ulty Practice: Group practice  
 in pediatrics, Columbia-  
 Presbyterian Medical  
 Center

**Maura Ryan, C**  
*Assistant Professor of Nursing*  
*Director, Geriatric Nurse*  
*Practitioner Program*  
 B.S., Seton Hall; M.S.,  
 Seton Hall; Ph.D., Pennsyl-  
 vania. Research: Psycho-  
 social aspects of aging

**Patricia Robertson**  
**Shonubi**  
*Director of Multicultural*  
*Affairs*  
*Assistant Professor*  
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 B.S., Hunter College;  
 M.S., Hunter College.  
 Faculty Practice: "LINC"  
 Consultant, Greater New  
 York Hospital Association

**Sally Sobolewski, C**  
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 B.S., Wayne State; M.S.,  
 Wayne State

**Karen Valicenti, CS**  
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 B.S., Adelphi; M.S.N.,  
 Lehman College. Certified  
 psychotherapist. Faculty  
 Practice: Private  
 psychotherapy

**Sheila Warren, C**  
*Instructor of Clinical Nursing*  
 B.S., Seton Hall; M.Ed.,  
 Columbia. C.-Community  
 Health. Faculty Practice:  
 Community Health Consul-  
 tant/Clinical Specialist,  
 Orange County Department  
 of Health

**Jerilyn Weiss, C**  
*Assistant Professor of Nursing*  
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 B.S., University of Califor-  
 nia Medical Center; M.S.,  
 California (Davis); J.D.,  
 California (Santa Cruz).  
 Family nurse practitioner.  
 Research: Policy, ethics and  
 law in health care, women's  
 health. Faculty Practice:  
 Family Planning Clinic,  
 Westchester County  
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**Mary Whelan, CS**  
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 B.S., Troy State; M.S.N.,  
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 Practice: Private  
 Psychotherapy

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 Michigan

## STUDENT SERVICES ADMINISTRATIVE STAFF

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 M.P.H.  
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*and Financial Aid*

**Patricia Robertson**  
**Shonubi**  
 R.N., M.S.  
*Director of Multicultural*  
*Affairs*

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# Academic Calendar: 1991-1993

The following Academic Calendar was correct and complete as of the time of publication; however, the University reserves the right to revise or amend it, in whole or in part, at any time. Information on the current status of the Academic Calendar may be obtained in the Office of Student Information Services, 141 Black, 212-305-3477.

## MAJOR RELIGIOUS HOLIDAYS

For a statement of University policy regarding religious holidays, see *University Regulations*. Some of the major holidays are listed below. The Jewish and Islamic holy days begin at sundown of the preceding day. The exact dates for the Islamic holy days may vary by one or two days from the estimated dates given below.

### 1991

*Rosh Hashanah*

Monday, Tuesday, September 9, 10

*Yom Kippur*

Wednesday, September 18

*First days of Succoth*

Monday, Tuesday, September 23, 24

*Concluding days of Succoth*

Monday, Tuesday, September 30,  
October 1

*Christmas*

Wednesday, December 25

### 1992

*Id al Fitr*

Saturday, Sunday, April 4, 5

*Good Friday*

Friday, April 17

*Easter*

Sunday, April 19

*First days of Passover*

Saturday, Sunday, April 18, 19

*Concluding days of Passover*

Friday, Saturday, April 24, 25

*Shavuoth*

Sunday, June 7, 8

*Id al Adha*

Thursday, June 11

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**SPRING TERM 1991**

January	15–16	Tuesday-Wednesday. Registration for the Spring term. **
	21	<b>Monday. Martin Luther King, Jr., Day observed. University holiday.</b>
	22	Tuesday. Spring term classes begin.
	24–28	Thursday-Tuesday. Changes-of-program period. No adjustment of fees for individual courses dropped after this date.
February	13	Wednesday. Award of February degrees.
	18	<b>Monday. Washington's Birthday observed. Academic Holiday.</b>
	19	Tuesday. Last day to apply for May degree without fee. A late fee of \$50.00 is required from February 21 through March 29.
March	4	Sunday. Annual Commemoration Service in St. Paul's Chapel.
	17–24	<b>Sunday–Sunday. Spring holidays.</b>
	28	Thursday. Last day to drop individual courses. No adjustment of fees for individual courses dropped after this date.
	29	Friday. Last day to file <i>late</i> applications for May degrees. A late fee of \$50.00 is required from February 21 through March 29.
May	1	Wednesday. Last day of classes
	2	Thursday. Study day.
	3–10	Friday-Friday. Final course examinations.
	10	Friday. Spring term ends.
	12	Sunday. Baccalaureate service.
	14	Tuesday. School of Nursing Ceremony.
	15	Wednesday. Conferring of degrees.

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\*Proposed dates subject to change.

\*\*Students allowed to register after this date must pay a late fee.

Students in MIDW and ANES Programs should contact the program advisers for their registration dates.

**SUMMER TERM 1991**

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May	22–23	Wednesday–Thursday. Registration
	27	<b>Monday. Memorial Day observed.</b> <b>University holiday.</b>
	28	Tuesday. Classes begin.
	28–31	Tuesday–Friday. Late registration, \$50 fee.
	28–June 3	Tuesday–Monday. Changes-of-program period.

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June	3	Monday. Last day to drop individual courses. No adjustment of fees for individual courses dropped after this date.
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July	4	<b>Thursday. Independence Day.</b> <b>University holiday.</b>
	31	Wednesday. Last day of classes.

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August	1	Thursday. Last day to apply for October degrees.
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**AUTUMN TERM 1991\***

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September	2	<b>Monday. Labor Day. University holiday.</b>
	3	Tuesday. New student orientation.
	4–5	Wednesday–Thursday. Registration for the Autumn term.**
	5	Autumn term classes begin. Last day to file <i>late</i> applications for October degrees. A late fee of \$50.00 is required from August 1 through September 5.
	9–13	Monday–Friday. Changes-of-program period. No adjustment of fees for individual courses dropped after this date.

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\*Proposed dates subject to change.

\*\*Students allowed to register after this date must pay a late fee.



October	23	Wednesday. Award of October degrees.
	25	Friday. Last day to apply or reapply for January degrees without fee. A late fee of \$50.00 is required from October 31 through November 29.
November	4	<b>Monday. Academic holiday.</b>
	5	<b>Tuesday. Election Day. University holiday.</b>
	8	Friday. Last day to drop courses and exercise pass/fail option.
	21–22	<b>Thursday–Friday. Thanksgiving holidays.</b>
	29	Friday. Last day to file <i>late</i> applications for February degrees without fee. A late fee of \$50.00 is required from October 31 through November 29.
December	11	Wednesday. Last day of classes.
	12	Thursday. Study Day
	13–20	Friday–Friday. Final examination period.
	20	Friday. Autumn term ends.

### SPRING TERM 1992\*

January	14–15	Tuesday–Wednesday. Registration for the Spring term.**
	15	Wednesday. Spring term classes begin.
	20	<b>Monday. Martin Luther King, Jr., Day observed. University holiday.</b>
	23–27	Thursday–Tuesday. Changes-of-program period. No adjustment of fees for individual courses dropped after this date.
February	12	Wednesday. Award of February degrees.
	17	<b>Monday. Washington's Birthday observed. Academic Holiday.</b>

\*Proposed dates subject to change.

\*\*Students allowed to register after this date must pay a late fee.

Students in MIDW and ANES Programs should contact the program advisers for their registration dates.

18 Tuesday. Last day to apply for May degree without fee. A late fee of \$50.00 is required from February 21 through March 27.

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March 1 Sunday. Annual Commemoration Service in St. Paul's Chapel.

15–22 **Sunday-Sunday. Spring holidays.**

26 Thursday. Last day to drop individual courses. No adjustment of fees for individual courses dropped after this date.

27 Friday. Last day to file *late* applications for May degrees. A late fee of \$50.00 is required from February 21 through March 27.

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May 6 Wednesday. Last day of classes

7 Thursday. Study day.

8–15 Friday-Friday. Final course examinations.

15 Friday. Spring term ends.

17 Sunday. Baccalaureate service.

19 Tuesday. School of Nursing Ceremony.

20 Wednesday. Conferring of degrees.

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## SUMMER TERM 1992

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May 20–21 Wednesday–Thursday. Registration.

25 **Monday. Memorial Day observed. University holiday.**

26 Tuesday. Classes begin.

26–29 Tuesday–Friday. Late registration, \$50 fee.

26–June 1 Tuesday–Monday. Changes-of-program period.

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June 1 Monday. Last day to drop individual courses. No adjustment of fees for individual courses dropped after this date.

<b>July</b>	<b>31</b>	Friday. Last day of classes.
<b>August</b>	<b>3</b>	Monday. Last day to apply for October degrees.

## AUTUMN TERM 1992\*

<b>September</b>	<b>7</b>	<b>Monday. Labor Day. University holiday.</b>
	<b>8</b>	Tuesday. New student orientation.
	<b>9-10</b>	Wednesday-Thursday. Registration for the Autumn term.**
	<b>10</b>	Autumn term classes begin. Last day to file <i>late</i> applications for October degrees. A late fee of \$50.00 is required from August 1 through September 10.
	<b>14-18</b>	Monday-Friday. Changes-of-program period. No adjustment of fees for individual courses dropped after this date.
<b>October</b>	<b>21</b>	Wednesday. Award of October degrees.
	<b>23</b>	Friday. Last day to apply or reapply for February degrees without fee. A late fee of \$50.00 is required from October 31 through November 27.
<b>November</b>	<b>2</b>	<b>Monday. Academic holiday.</b>
	<b>3</b>	<b>Tuesday. Election Day. University holiday.</b>
	<b>6</b>	Friday. Last day to drop courses and exercise pass/fail option.
	<b>19-20</b>	<b>Thursday-Friday. Thanksgiving holidays.</b>
	<b>27</b>	Friday. Last day to file <i>late</i> applications for February degrees without fee. A late fee of \$50.00 is required from October 31 through November 27.

\*Proposed dates subject to change.

\*\*Students allowed to register after this date must pay a late fee.

December	9	Wednesday. Last day of classes.
	10	Thursday. Study Day
	11-18	Friday-Friday. Final examination period.
	18	Friday. Autumn term ends.

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**SPRING TERM 1993\***

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January	12-13	Tuesday-Wednesday. Registration for the Spring term.**
	13	Wednesday. Spring term classes begin.
	18	<b>Monday. Martin Luther King, Jr., Day observed. University holiday.</b>
	21-26	Thursday-Tuesday. Changes-of-program period. No adjustment of fees for individual courses dropped after this date.
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February	10	Wednesday. Award of February degrees.
	15	<b>Monday. Washington's Birthday observed. Academic Holiday.</b>
	16	Tuesday. Last day to apply for May degree without fee. A late fee of \$50.00 is required from February 21 through March 26.
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March	7	Sunday. Annual Commemoration Service in St. Paul's Chapel.
	14-21	<b>Sunday-Sunday. Spring holidays.</b>
	25	Thursday. Last day to drop individual courses. No adjustment of fees for individual courses dropped after this date.
	26	Friday. Last day to file <i>late</i> applications for May degrees. A late fee of \$50.00 is required from February 21 through March 26.

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\*Proposed dates subject to change.

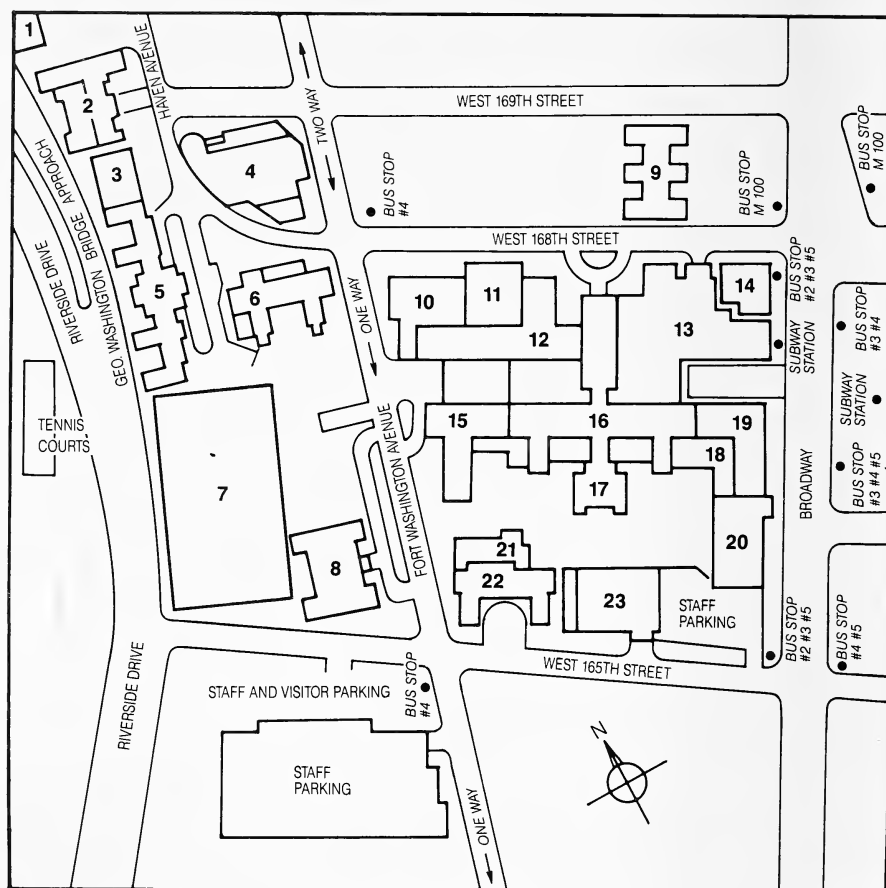
\*\*Students allowed to register after this date must pay a late fee.

Students in MIDW and ANES Programs should contact the program advisers for their registration dates.

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May	5	Wednesday. Last day of classes
	6	Thursday. Study day.
	7-14	Friday-Friday. Final course examinations.
	14	Friday. Spring term ends.
	16	Sunday. Baccalaureate service.
	18	Tuesday. School of Nursing Ceremony.
	19	Wednesday. Conferring of degrees.

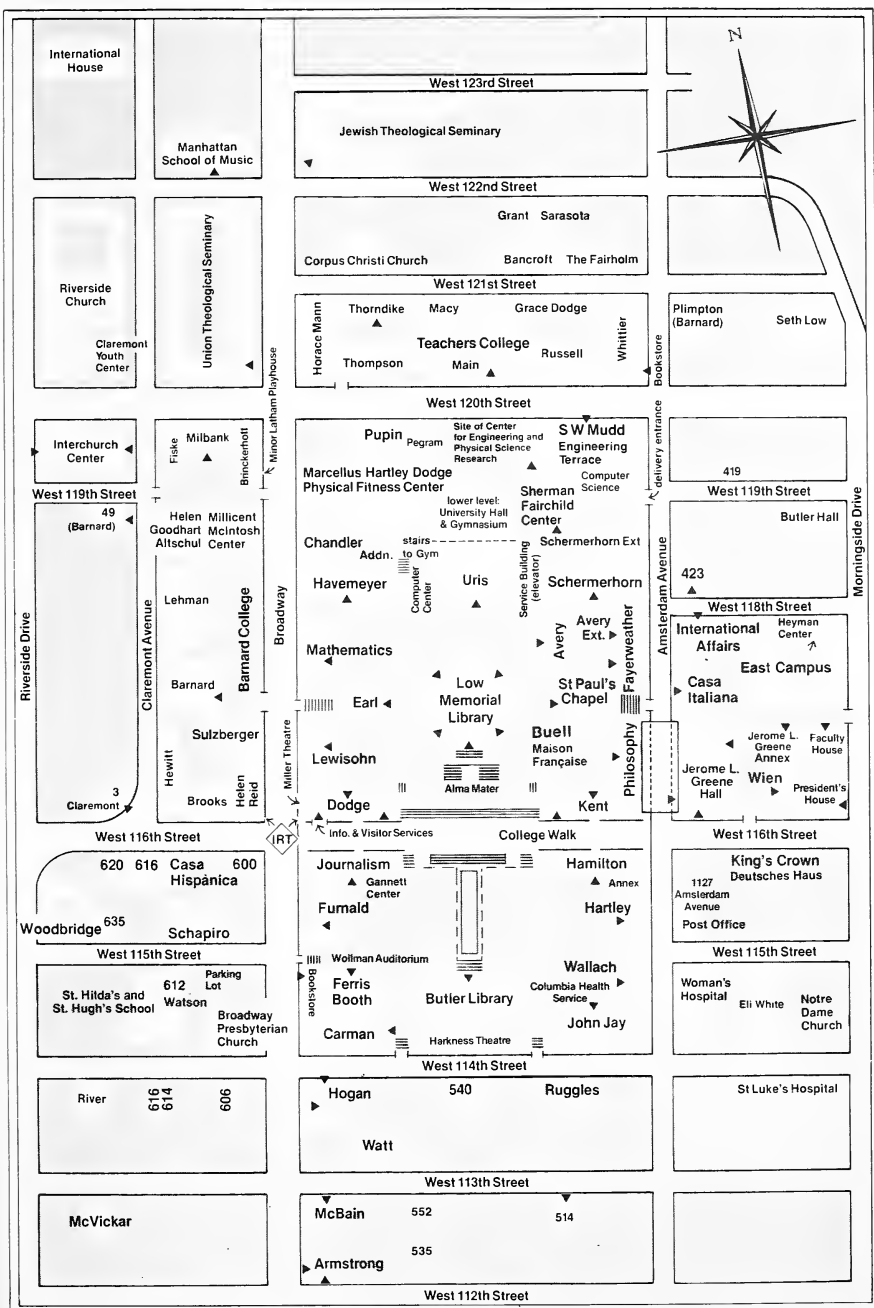
**Columbia-Presbyterian Medical Center**  
**Columbia University**  
 HEALTH SCIENCES CAMPUS



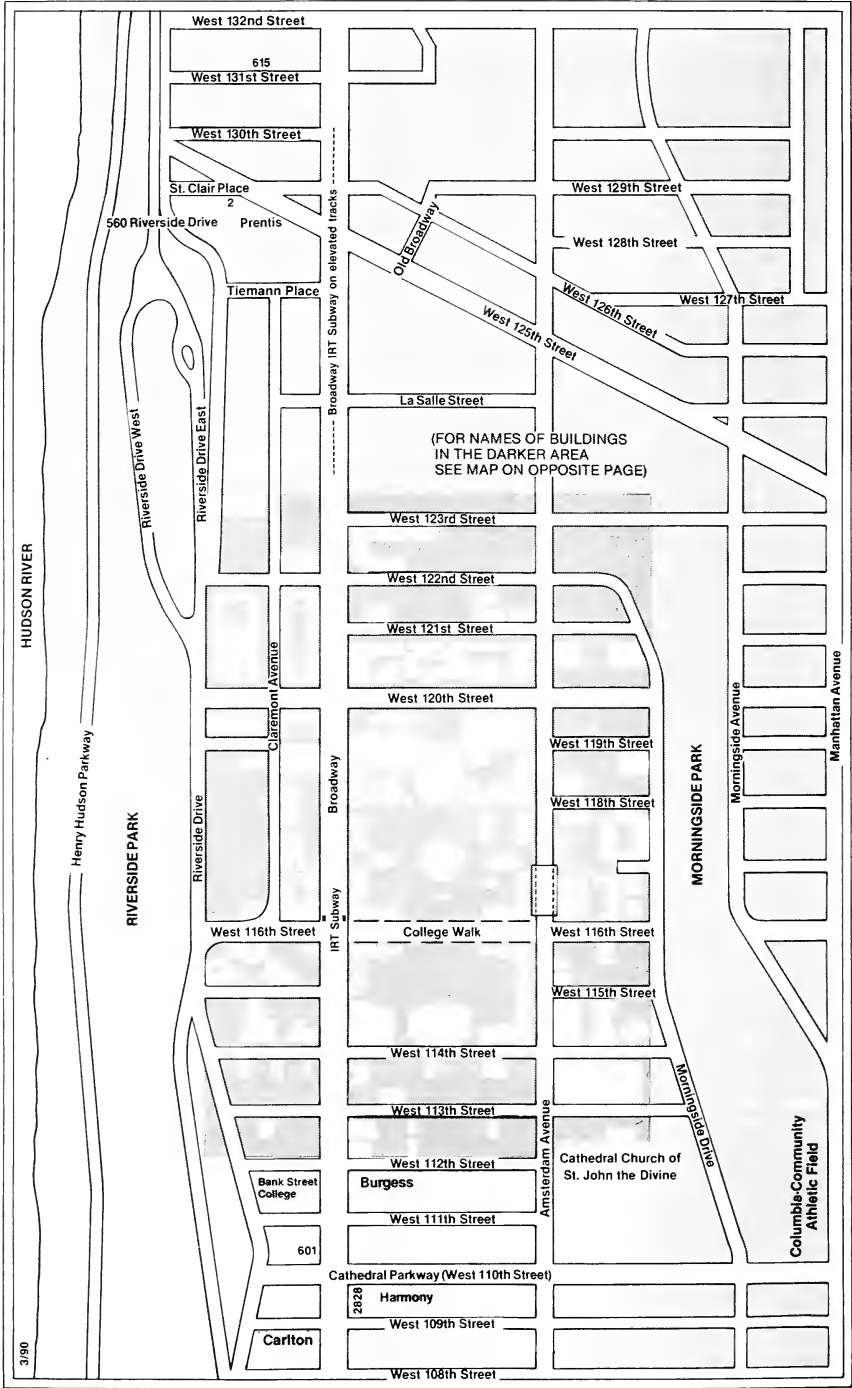
- |  |   |   |
|--|---|---|
| 1. Bard Haven Apartments   | 9. School of Nursing                        | 19. Babies Hospital Building, North       |
| 2. Bard Hall Medical Student Residence                           | 10. William Black Medical Research Building | 20. Babies Hospital Building, South       |
| 3. The Lawrence C. Kolb Research Building                        | 11. Alumni Auditorium                       | Babies Hospital Sloane Hospital for Women |
| 4. Armand Hammer Health Sciences Center—Augustus C. Long Library | 12. College of Physicians and Surgeons      | 21. Eye Institute Research Laboratories   |
| 5. The New York State Psychiatric Institute                      | 13. Vanderbilt Clinic                       | 22. The Edward S. Harkness Eye Institute  |
| 6. The Neurological Institute of New York                        | 14. School of Public Health                 | 23. Service Building                      |
| 7. The Milstein Hospital Building                                | 15. The Harkness Pavilion                   |   |
| 8. The Dana W. Atchley Pavilion                                  | 16. The Presbyterian Hospital Building      |   |
|  | 17. The Pauline A. Hartford Memorial Chapel |   |
|  | 18. Radiotherapy Center                     |   |

# COLUMBIA UNIVERSITY

## The Morningside Campus & Environs



# The Morningside Heights Area of New York City











**COLUMBIA** University  
School of Nursing

Please return to:  
Admissions  
School of Nursing  
Columbia University  
617 W. 168th St.  
New York, NY 10032  
(212) 305-5756

## Application for Admission

Please indicate which entry option best describes you:

- ☐ I have a B.S.N. in \_\_\_\_\_  
☐ I have a B.S. or B.A. in \_\_\_\_\_  
☐ I have an A.D.N. or Diploma in Nursing  
☐ Other degrees \_\_\_\_\_

### Entry Status:      Nursing Status:

- ☐ Full-time      ☐ RN  
☐ Part-time      ☐ Non RN  
☐ Special (Non-matriculated)

### Date of Proposed Entrance:

Autumn 19 \_\_\_\_\_ Spring 19 \_\_\_\_\_ Summer 19 \_\_\_\_\_

### Program:

- ☐ Entry into Practice Program (ETP/AMP)  
☐ Accelerated Master's Program (RN/AMP)

### Master's Specialty:

- ☐ Critical Care Nursing  
☐ Adult Nurse Practitioner  
☐ Family Nurse Practitioner  
☐ Geriatric Nurse Practitioner  
☐ Nurse Anesthesia  
☐ Nurse Midwifery  
☐ Oncology Nursing  
☐ Pediatric Nurse Practitioner  
☐ Perinatal/Neonatal Nursing  
☐ Psychiatric/Mental Health Nursing

### Joint Degree Programs:

- ☐ MS/MPH  
☐ MS/MBA

Name: \_\_\_\_\_ Social Security No: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

(Last) (First) (Middle)

Present Address: \_\_\_\_\_ Daytime Telephone: ( ) \_\_\_\_\_

(Street)

Home Phone: ( ) \_\_\_\_\_

(City) (State) (Zip)

Use Present Address Until: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

(Mo) (Day) (Year)

Place of Birth: \_\_\_\_\_

Citizenship: \_\_\_\_\_ (City) (State)

Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

(Mo) (Day) (Year)

Spouse or other Emergency Contact: \_\_\_\_\_

Phone Number Day: ( ) \_\_\_\_\_ Address: \_\_\_\_\_

(Street)

Phone Number Evening: ( ) \_\_\_\_\_

(City)

(State)

(Zip)

Names of relatives who have attended or who are employed by Columbia University

Relationship: \_\_\_\_\_

Relationship: \_\_\_\_\_

### Sex:

- ☐ Male  
☐ Female

### Ethnic Origin:

- ☐ Am. Indian  
☐ Asian  
☐ African American  
☐ Hispanic  
☐ Caucasian  
☐ Other \_\_\_\_\_

**Post High School Educational Experience (list most recent first).** Transcripts should be sent *directly* to the Office of Student Affairs by the colleges or universities.

INSTITUTION

LOCATION

DATE OF RESIDENCE

DEGREE AND DATE

1. When did you or when do you plan to take the Graduate Record Examination (GRE) or Graduate Management Aptitude Test (GMAT) or Miller Analogies Test (MAT)?

---

2. Have you previously applied to Columbia University School of Nursing for Admission?

☐ Yes ☐ No If yes, when? \_\_\_\_\_

3. Have you ever been dismissed from any school or college? ☐ Yes ☐ No

If so, indicate which and explain: \_\_\_\_\_

4. List work experience (most recent employment first):

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5. Have you had a Physical Assessment Course for college credit? ☐ Yes ☐ No

If RN, list current Nursing License Number \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Other states licensed in: \_\_\_\_\_

7. List below the names of three persons to whom you have submitted recommendation forms to be forwarded to Admission. (Note: Such forms should be submitted only to persons genuinely qualified to evaluate your academic and professional qualifications.)

NAME

POSITION

ADDRESS

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8. Will you be applying for financial aid? ☐ Yes ☐ No

#### INFORMATION FOR OUR RECORDS

How did you hear about our program? \_\_\_\_\_

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I certify that the information given herein is true to the best of my knowledge and hereby agree to be bound by all policies, procedures, and regulations of Columbia University, both those presently existing and those subsequently amended or adopted. I have enclosed my \$50 application fee. I am aware that this fee is nonrefundable.

(DATE)

(APPLICANT'S SIGNATURE)

I authorize the release of information in this application to be used for the purpose of considering me for scholarship funds and so that aggregate data concerning the School of Nursing may be compiled.

(DATE)

(APPLICANT'S SIGNATURE)

#### PERSONAL STATEMENT (Please Attach)

Please discuss your background, academic as well as social and professional experiences, interests, future plans, and why you have chosen to continue your studies at the School of Nursing. If you are a graduate or AMP applicant, explain your reasons for selecting the area of specialization to which you have applied, and identify, if possible, the professional goal you hope to attain through advanced studies. (You may attach additional sheets or enclose a separate personal statement if necessary. Please type.)



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- ☐ MS/MPH  
☐ MS/MBA

---

**TO THE APPLICANT:** Fill in your name and proposed program of study, and forward this form to recommender in time for completion and return to the School of Nursing as soon as possible. For the convenience of the recommender, you should include a stamped envelope. Please fill in and sign the following:

I do \_\_\_\_\_ I do not \_\_\_\_\_ waive my right of access to this form.

Applicant's Signature \_\_\_\_\_ Social Security \_\_\_\_\_

Name (print) Mr. \_\_\_\_\_  
Ms. \_\_\_\_\_  
(Last) (First) (Middle)

**TO THE RECOMMENDER:** The School of Nursing will appreciate a statement from you concerning this applicant. Please state, with regard to this applicant: length of time known, estimate of character, estimate of nursing care, and how well qualified for advanced study in field of nursing. If the applicant named above should become enrolled in this university, under the Family Educational Rights and Privacy Act of 1974, the applicant may acquire access to his file and, consequently, your reference may not be confidential as interpreted by law. (Please complete the reverse side of this form as well.)

Please evaluate the applicant's qualifications by checking the appropriate spaces below, specifying first the group with which you have compared him/her:

Undergraduate majors (    );    All undergraduates (    );    M.S.N. candidates (    );

QUALIFICATIONS	EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	NO BASIS FOR JUDGMENT
1. Intellectual ability					
2. Critical thinking					
3. Inquisitiveness					
4. Knowledge in subject of proposed study					
5. Industry and perseverance					
6. Verbal communication of ideas					
7. Written communication of ideas					
8. Emotional stability					
9. Self-Image					
10. Independence					
11. Creativity—Imagination					
12. Potential as Nurse Clinician					
13. Potential as a teacher					
14. Potential as a research scholar					

Print or Type Name

Position

Phone Number

Business Address

Signature

Date

**DO NOT RETURN TO APPLICANT:**

Please mail directly to Admissions, School of Nursing  
Columbia University, 617 West 168th Street  
New York, New York 10032

#### NON-DISCRIMINATION POLICY

Columbia University does not unlawfully discriminate on the basis of race, religion, color, sex (as required by Title IX of the Education Amendments of 1972), national or ethnic origin in the administration of its educational policies, program, or activities, its admissions policies, scholarship and loan program, athletic and other University-administered programs or employment.



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